



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Yonkers Public Schools	Eugenio Maria de Hostos MicroSociety School	PreK-8th

Collaboratively Developed By:

The Eugenio Maria de Hostos MicroSociety School SCEP Development Team

SCEP Team Members:

- Marie Randazzo, Middle School
- Nida Marji, Special Education
- Elisa Rosario, Pre-K
- Jessica Gizzi, Elementary
- Alcely Lewis, Guidance Counselor
- Michelle Masick, Union Rep

And in partnership with the staff, students, and families of Eugenio Maria de Hostos MicroSociety School.

Guidance for Teams

Template

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

Prior to Writing the Plan

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

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

Commitments

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

Key Strategies

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

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

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

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

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

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

Implementation

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

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

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

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

Success Criteria and Benchmark Targets

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

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

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

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

SCEP Rubric

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

Resources for Team

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

Evidence-Based Intervention

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

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

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

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

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

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

☐ State-Supported Evidence Based Intervention

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

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

☐ Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the intervention, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
- ☐ Rating: Meets WWC Standards Without Reservations
 - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
- ☐ Rating: Top Tier
 - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
- ☐ Rating: Model Plus
 - ☐ Rating: Model
 - ☐ Rating: Promising

☐ School-Identified

If “X” is marked above, complete the prompts below to identify the intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Hostos is committed to increasing student attendance by 3% by June 2025. Identifying and addressing chronic absenteeism and focusing on Pre-K, K and 1st grade students in addition to improving middle school students' tardiness issues.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Addressing chronic absenteeism requires a comprehensive approach that involves stakeholders from the school, family, and community. It's essential to identify and address the root causes of absenteeism while providing support and creating a positive school environment.</p> <p>This commitment fits into the school vision because students must be present to learn. Pre-K, Kindergarten and 1st grade set the foundation for learning and establish behavioral patterns and expectations for future learning.</p> <p>This commitment stems from data indicating PK, K and 1 had the most absences this school year (PK 88%, K 91% and 1st 91% in attendance). Parent training and support is needed to ensure students are present daily for instruction.</p> <p>Teacher surveys indicated that instruction is scaffolded and absences affect learning. Students surveys indicated, after being absent they often feel lost components of learning.</p> <p>Equity and inclusion will lead to all stakeholders receiving information and strategies to address chronic absenteeism through sharing of resources across grade levels.</p> <p>Chronic absenteeism undermines our mission/vision to provide every student with a quality education and equitable opportunities for growth and achievement.</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.

Commitment 1

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Parent Workshops will be centered around understanding and addressing chronic absenteeism.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Through attendance matters website, parent resources, informational materials and Title I presentations will provide parent workshops about the importance of attendance. September Abs. Teacher call and contact parent (documentation) October Abs. Meeting with Teacher November Pupil Support PST Packet for attendance.
Identify parents who have history of chronic absenteeism and establish expectations	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Through the needs assessment we have discovered students in the lower grades with a history of chronic absenteeism have developed trends and continued absences in the next grade. The data indicated the largest CA population is PK, K and 1 st grade.
Middle School Tarty/ Attendance Contracts	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Based on PowerSchool attendance and teacher conversations the Middle School level has the highest tardy rate, which interferes with student academics and loss of instruction.
Recognition and Awards with Parent support	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Through observation and student academic scores, it is noticed students who receive recognition tend to work hard to stay on top and create goals to advance. With expanding this commitment, students need parent support and recognition for achievements.

Implementation

KEY STRATEGY 1	Targeted Early Childhood classes to improve attendance and establish expectations (Parent Workshop)	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
September Pre-K -K Parent Meetings. <ul style="list-style-type: none">• Open House• Check-in (Teacher contact) Quarterly Workshops <ul style="list-style-type: none">• Title I• PTA		<div><input checked="" type="checkbox"/> by EPM</div> <div><input checked="" type="checkbox"/> by MYB</div>

Commitment 1

<ul style="list-style-type: none"> Interventions 	
Help staff develop tools, resources and awareness of building better attendance and avoid chronic absenteeism	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Families will receive PD on the importance of attendance and the academic gap absenteeism causes throughout the school year	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Use data to identify absenteeism trends	<input type="checkbox"/> by EPM
Bi-Monthly attendance checks	<input checked="" 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?	
Parent Survey, parent participation, space and staff time for Pd's	

KEY STRATEGY 2	Identify parents of students who have history of chronic absenteeism and establish expectations
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Attendance Progress monitoring through pupil support staff.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Create Attendance contracts	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Meet with all new students and parents to establish attendance expectations.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Time for PST meetings, establish family connections	
Attendance Group: 1:1 check-in with support staff	

KEY STRATEGY 3	Middle School attendance contracts
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Middle School attendance Contracts	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> Immediate contact with parents and meetings Tier I - interventions 	<input checked="" 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
	<input type="checkbox"/> by EPM
	<input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
<ul style="list-style-type: none"> Develop MS. Attendance policy & guide Community connections (WJCS, St. Joseph's) 	

Commitment 1

KEY STRATEGY 4	Recognition and Awards with Parent Support		
IMPLEMENTATION			
What is our plan for implementing Key Strategy 4? What steps are involved?			When will this be in place?
<ul style="list-style-type: none"> • Through beginning, middle, and end of the year incentive/reward and celebrations: <ul style="list-style-type: none"> ○ We will encourage and recognize students for attendance gains. 			<input checked="" 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?			
(Attendance team creates criteria for attendance awards, PTA support, Awards (paper and ink))			

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	Attendance Survey Bi-Monthly Checks	Increase in parent participation, data viewed from sign in of meetings	
2	Attendance Survey Power	Less absences in targeted grades (increase in attendance by 3%)	

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

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

Commitment 1

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Attendance records on PowerSchool	An increase in student attendance by 1.5%	
End-of-the Year Targets	Comparison of attendance data	An increase in student attendance of 3% by the end of the school year.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey				
Staff Survey	Based on PowerSchool Reports	In Attendance PK (87.6%) K (90.8%) 1 st (91.3%)	Increase of 3% of the chronically absent students in attendance	
Family Survey				

COMMITMENT 2

Our Commitment Teaching and Learning

What is one Commitment we will promote for 2024-25?	Hostos is committed to increasing students ELA/writing (DataMate) score in all grades by 3% by the end of the year. We are committed to implementing a schoolwide writing initiative to support literacy.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>Through DataMate assessments, it has been observed that students writing in grades 3-6 lack voice and quality. Hence writing development will be an intentional component of ELA instruction. With the use of Thinking Maps as an organizational tool, students will engage in the writing process to produce quality writing that will be recognized and celebrated.</p> <p>A focus on this commitment will not only benefit students writing, but their reading comprehension as well. Given that both students and teachers express that value of using Thinking Maps for organizing thoughts and information, the structure provided by the writing process should be a welcomed addition to ELA instruction.</p> <p>Students will learn how to effectively transfer their Thinking Maps into well-written essays by activating their higher order thinking skills. As a result literacy instruction will be more rigorous and will improve students overall academic performance.</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.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Introduce Writing	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	When viewing students DataMate writing pieces and sharing sample writing throughout the school year it was consistent throughout grade levels the need for a writing initiative. Students struggles with the writing process.

Commitment 2

Use Thinking Maps	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Through observations and interviews it was discovered that Thinking Maps help students organize their thoughts when writing. The consistency of Thinking Maps through all grades levels has expanded students' abilities to organize their writing independently.
Align Writing to Benchmark Stories	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	By utilizing the Benchmark curriculum building wide, teachers have indicated the need for stories to have a meaning. Benchmark teaches a skill that is needed for writing but the writing piece does not align with the stories read. When students have writing prompts that align with the stories, it gives the story a meaning and reason.
Writing Celebrations	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Teachers expressed a lack in parent academic involvement This strategy will bring parents into the classrooms to see the process the students used and share in their accomplishments.

Implementation

KEY STRATEGY 1 Introduce Writing	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
<p>Introduce: There are many different forms and genres of writing, including:</p> <ul style="list-style-type: none"> Fiction (novels, short stories, poetry, screenplays) Non-fiction (essays, journalism, biographies, instructional writing) Academic and scholarly writing (research papers, dissertations, journal articles) Business and professional writing (reports, proposals, emails, web content) Personal writing (journals, diaries, letters, blogs) <p>Through the school years students will be introduced to different genres of writing.</p>	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<p>Introduce: (K-2) 5 Star writing/ R.A.C.E.S strategy to create a uniform schoolwide strategy and initiative:</p> <p>Pk-K sentence starters, guiding and modeling with gradual release</p> <p>1-2 – Topic sentences, 2 details, closing</p> <p>3-4 – paragraph formation</p> <p>5-6 – short response w/ supporting text details</p> <p>Middle School– extended response</p>	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Check lists – Teacher created check lists to outline the writing process	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Rubrics – NYS grade appropriate rubrics as a guide for students to use as a reference when writing.	<input checked="" 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?	
Learning Choice activities menu, flexible seating	

Commitment 2

KEY STRATEGY 2 Use Thinking Maps to address systemic writing prompts initiative	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Breaking it down: If the prompt is broad, break it into smaller components or questions to tackle one at a time. This can make a large topic more manageable.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Research: If the prompt requires specific knowledge, do some quick research to get background information before writing.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Use vivid details: Prompts are a great way to practice painting a scene with descriptive details that engage the senses.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Thinking Maps: If you struggle starting, make a quick Thinking Map to organize thoughts and ideas	<input checked="" type="checkbox"/> by EPM <input checked="" 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?	
Thinking Maps funding needs to continue expanding	

KEY STRATEGY 3 Align Writing to Benchmark Stories	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Identify themes. Most grades topics explore a universal theme. Determine the key themes and try to weave those same thematic elements into your narrative.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Analyze the plot structure. Pay attention to how the story is structured - the exposition/introduction, rising action, climax, falling action, and resolution. See if you can model a similar plot structure in your own writing.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Observe character development. Notice how the main characters evolve and change over the course of the story. Try to create similarly dynamic characters that transform in some way.	<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?	
Benchmark materials are needed to implement the alignment. Themes are created for the program and are consistent throughout the grades. A team will have to come together to align the stories and writing. Time is needed to support the alignment.	

KEY STRATEGY 4 Writing Celebrations	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 4? What steps are involved?	
Celebrate and showcase student writing achievements through events like writing fairs, family read and share, book publishing or reading galleries. This can help foster a positive attitude towards writing and motivate students.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB

Commitment 2

Steps include: completing the writing process; brainstorm (using Thinking Maps), drafting, peer editing and final publications.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Families will be able to share in their student's success and listen to the students share their writing pieces .	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Student will have choice of a writing piece to share from their writing folder.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Teachers need to dedicate writing time daily and conference time to provide students with feedback. Through past experience student's utilization of Thinking Maps has showed growth in test scores. Teacher training through TMLC is essential in order to implement the correct utilization and understanding of Thinking Maps to daily life and academics.	
Needs- writing folders, notebooks, Thinking Map TMLC website to build writing skills	

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (complete six to ten weeks into the school year)
Vertical Team	Writing samples	Baseline samples with topic choice	
Race(s)/5 Star Writing	Implementation and use of Restate, Answer, Cite, Explain & Sum it up.	Students using the strategies develop writing pieces to answer all the questions and provide expected details.	
Assess	What shared strategies worked and did not work.	Teachers and students can explain their process and what helped.	

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

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

Commitment 2

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	Sample student writing comparing to baseline writing.	Students have a writing piece that provides details to support the prompt. Students using R.A.C.E.(S) to complete their prompts. Rubrics are assisting in the writing process helping students to create a writing piece that is on task.	
End-of-the Year Targets	Mid-Year samples and End of the year samples	Students writing is rich with details, writing answers the prompt and has student voice and supporting details.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey				
Staff Survey	DataMate	<p>Breakdown of short response writing by grade: Grades were scored with a rubric, 0, 1 or 2 pts awarded.</p> <p>Based on February administration of the DataMate.</p> <p>3rd Grade: 0-25%, 1 - 43% 4th Grade: 0-29%, 1-24.5% 5th Grade: 0-24% 1-40% 6th Grade: 0-1.8% 1-43.9% 7th Grade: 0-1.8% 1-37.5% 8th Grade: 0-10.3% 1-19%</p>	3% increase in all grade levels	

Commitment 2

Family Survey				
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COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2024-25?	Hostos is committed to increase students understanding and feeling of inclusiveness by 5% by the end of the school year. Hostos commits to strengthening instruction to include a culturally responsive, cohesive and relevant curriculum to our students that engages the learner across the content area of reading, writing, math and science.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>As a MicroSociety School, we strive to meeting students' current instructional level, by educating and training them in their ventures for the jobs necessary to be successful. We make this commitment because we know students engage in instruction more when they feel valued, cared for and understand how the now effects the future.</p> <p>Students share they enjoyed learning when given a choice and voice in their classrooms. Teachers shared that conducting SEL connections helped them understand their students in a more meaningful way.</p> <p>Through the emphasis of culturally responsive business and venture learning in all contents, students will be able to participate at their current instructional level in a MicroSociety Program that meets their SEL and interest levels.</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.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
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Commitment 3

MicroSociety Ventures will be centered around CR Support	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Based on observations, ventures need to be centered around the community in which students have an understanding and can make a connection. Ventures need to be refined to address the needs of the school and outside community.
Extend MicroSociety into Middle School by holding Clubs 1x a week expanding initiative Create entrepreneurship model for clubs in Middle School	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Based on student interviews, students expressed a higher respect level for students with different needs. The key goal is to see a gain in positive student interaction between students in the various ventures, allowing students to work productively in groups and bring that skill back to the classroom during academic lessons. Based on student interviews students expressed a desire to be included in Micro.
MBK Participation for Middle School Students	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	MBK brings empowerment. Through observations students in MBK need more support to understand their empowerment and how to incorporate MBK milestones into the academics and Micro Clubs to be career ready and college bound.

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

Implementation

KEY STRATEGY 1	MicroSociety Ventures will be centered around CR Support
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Culturally Responsive Businesses and Ventures. Making connections with school community (local nursing homes, post office, PD, Fire, businesses, government)	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Micro Ventures will promote group work and team building through jobs and responsibilities. Students will make connections with peers and assist in the responsibilities of the venture which has the infusion of math, writing, social studies and socialization.	<input checked="" 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
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Scheduling, funding for Micro training, community connections	

Commitment 3

KEY STRATEGY 2	Extend MicroSociety into Middle School by holding Clubs 2x's a week expanding initiative	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Scheduling for clubs to happen 1x a week	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Implement student voice to clubs	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Students will have the opportunity to switch clubs mid-year (student choice)	<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?		
Scheduling, time, student surveys, choice		

KEY STRATEGY 3	MBK Participation for Middle School Students	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Implement virtual MicroSociety Model in MS planning & scheduling	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Micro 2.0 expansion with MS • Me coin	<input checked="" type="checkbox"/> by EPM <input checked="" 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?		
Micro Training, MS planning, <i>Providing times for Liaisons to be able to hold MBK Meetings</i>		

KEY STRATEGY 4	Create entrepreneurship model for clubs in Middle School	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 4? What steps are involved?		
Students will be a part of a beginning of the year kick off and sign up for MBK (some students will be recommended for the program)	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
MBK Leaders receive training and PD, to assist in the empowerment of the young MBK chapter students at Hostos, which will then be part of the MBK implementation.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
Students will participate in MBK 3x's a week with the Chapter Leaders.	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Connections and PD from MBK, Workshop/visitations from MBK/Student participation		

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	Observation of ventures and student behaviors during Micro	The goal is to build inclusiveness within the learning community. We hope to see students independently assisting and collaborating during the ventures within all grade levels.	
2	Observations of venture selection and choice of clubs (MS)	Club selection should be balanced and students will be willing to try new venture mid-year.	
3 (MBK)	Participation and student behavior	More students will join the MBK chapter and utilize MBK milestones to improve behaviors and academics and be career and college ready.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Micro	The goal is to see students at different levels working together respectfully and empowering each other.	
End-of-the Year Targets	Venture and club reflections	Students will work together in their ventures/clubs as a CR community.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	How much respect do students at your school show you?	49% agree	Increase by 5%	
Staff Survey	How often do you see students helping each other without being prompted?	52% agree	Increase by 5%	
Family Survey				

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to increasing parent engagement at Hostos by 5%.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> How does this Commitment fit into what we envision for the school? How does this Commitment relate to what we heard when listening to others? How does this Commitment connect to what we observed through analysis? 	<p>Parent engagement refers to the involvement and participation of parents in their children's education and the overall life of the school community. It is widely recognized as a crucial factor in promoting student academic success, social-emotional development, and overall well-being.</p> <p>This commitment fits with the vision of the school by having parents be part of the student's education through the trainings, monthly celebration offers, and monthly calendars.</p> <p>Through the parent survey, parents have expressed the lack of parent availability for morning PTA meetings and school events.</p> <p>There has been a decline in parent attendance and participation in school events this school year which aligns with the parent statements. Our goal is to work with parents to bring them into the students learning through workshops, trainings, and share in students' achievements.</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.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Parent Survey	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Families lack engagement and meeting times have been a factor. Providing families with times to meet that support their schedules will allow for families to attend

Commitment 4

		meetings and receive valuable information regarding student academics and school/community happenings.
Monthly Family Calendar	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Families indicated they are not given enough time to make work arrangements to attend school activities. By providing a monthly calendar, parents are provided advance information to arrange to attend school functions and/or volunteer their time.
Family Celebrations	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Multicultural Nights – The school consists of diverse cultures, celebrations are limited to specific cultures. When students were asked about culture the response was focused on the Latin cultures. The plan is to broaden students understandings about different cultures and celebrate new understandings.

Implementation

KEY STRATEGY 1	Parent Surveys (Ongoing)
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
PTA meeting time adjustments with flexible times for parents. Survey will go out to parents with 3 time choices to accommodate their needs to bring the families together.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Parent training and meetings will be altered as per the parents' availability	<input checked="" 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
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Survey, parent participation,	

KEY STRATEGY 2	Monthly Family Calendar
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Live calendars for teachers to input activities/celebrations	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
<ul style="list-style-type: none"> PTA meetings, workshops, class trips, academic celebrations. 	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Parents will receive updated information and educational workshop to assist students at home. Calendar will highlight what is happening in the different grades and keep parents abreast of subject topics.	<input checked="" 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
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	

Commitment 4

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Technology, paper, PTA flexibility, teacher participation.

KEY STRATEGY 3	Family Celebrations
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Families are invited to come to school to celebrate in student achievements, (writing celebrations, gallery walks, quarterly honor roll, trips, volunteers)	<input checked="" type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB
Multicultural Nights: Celebrations and presentations of different cultures within our community.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Classroom space or Cafeteria space, parent, teacher participation	

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Parent Survey	PTA Enrollment	Larger PTA enrollment	
Monthly News Letters	Family involvement/volunteer	We hope families will be able to schedule times to attend events with more notice	
Family/student celebration	We will review the live calendar and assess the parent attendance.	We hope to see more families involved in their students' academics.	

Commitment 4

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Family engagement. How many families attend events and meetings.	The hope is that the families are able to schedule to participate and volunteer for events.	
End-of-the Year Targets	More family involvement to provide support in students work. Parents attending workshops in order to assist students at home	We hope to see more family involvement in school-wide academics.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Based on questionnaire students are interested in events based on their interests. Surveys can incorporate choice of events to provide increased family engagement.		Increase of family engagement.	
Staff Survey	When you face challenges with particular students, how supportive are the families?	41% Are supportive	5% increase	

Commitment 4

	How challenging is it to communicate with families of students at your school?	46% did not have difficult communication with families	15 % increase	
Family Survey	<p>Parent statements indicated the short notice of events and time of meetings interfering with work.</p> <p>Parents express the inability to help students at home with the lack of knowledge of school academics.</p>		Increase in family engagement in workshops and meetings.	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☐ Collaborative School Improvement Grant Development
- ☐ Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Kimberly O'Connell</i>	<i>Administration</i>	<i>5/01</i>	<i>3/20</i>	<i>5/15</i>	<i>6/3</i>	<i>5/21</i>	<i>6/5</i>	<i>5/15, 5/20 6/10, 6/12,</i>
Kimberly O'Connell	Administrator	x	x	X	x	X	x	X
Elda Perez-Mejia	Administrator	X	X	X	X	X	X	
Elisa Rosario	PK Teacher	X	X	X	X	X	X	X
Alcely Lewis	Guidance Counselor	X	X	X	X	X	X	X
Michell Masick	1 st Grade Teacher	X	X	X	X	X	X	X
Jessica Tufi-Gizzi	6 th Grade	X	X	X	X	X	X	x
Maria Randazzo	Middle School Teacher	x	X	x	X	x	X	x

Our Team's Process

Nida Marji	SPED Teacher	x	x	x	x	x	x	x

Learning As A Team

Directions

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

Student Interviews

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

The interview process posed questions that allowed the interviewer to build on. The students were able to discuss in a group and feed off of each other's response. Student conversations then cause connections to be made about academics, feelings and the school atmosphere. These discussions, for the most part, ended up with students having common concerns, likes and responses which allowed for the SCEP plan to include student voice.

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.