

**School Comprehensive Education Plan**

2024-25

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| District | School Name | Grades Served |
| Yonkers | Enrico Fermi School | Pre-k to 8th |

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| Collaboratively Developed By: |
| Delete the red text upon completion.  The Enrico Fermi School SCEP Development Team  (SCEP Team Members: Mark Ametrano, Sandra Guzman, Yessenia Pena, Tiombe Walls-Majors, Karina Silva, Dinaris Burgos, Jennifer Morales, Michelle Gomes, Patricia Alfonso, Susanna Mathua, Erica Niola)  *And in partnership with the staff, students, and families of Enrico Fermi.* |

# 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](https://www.nysed.gov/sites/default/files/programs/accountability/activity-1-envision-exploring-our-vision-values-and-aspirations.pdf) *(optional for re-identified schools)*
   * [Activity 2: Analyze: Internal and External Data](https://www.nysed.gov/sites/default/files/programs/accountability/activity-2-analyze-internal-and-externaldata.pdf)
   * [Activity 3: Analyze: Survey Data](https://www.nysed.gov/sites/default/files/programs/accountability/activity-3-analyze-surveydata.pdf)
   * [Activity 4: Listen: Student Interviews](https://www.nysed.gov/sites/default/files/programs/accountability/activity-4-listen-interviewing-students.pdf)
   * [Activity 5: Envision: Reflect, Synthesize, and Plan](https://www.nysed.gov/sites/default/files/programs/accountability/activity-5-envision-reflect-synthesize-plan.pdf)
2. Re-identified Schools:

* Participated in [SCEP Pre-Team Meeting Planning Session 4](https://www.nysed.gov/sites/default/files/programs/accountability/pre-scep-team-meeting-planning-session-4.pdf) 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](https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) and the [Diagnostic Tool for School and District Effectiveness (DTSDE) Framework](https://www.nysed.gov/sites/default/files/programs/accountability/dtsde-framework.pdf) and [Phases of Implementation](https://www.nysed.gov/sites/default/files/programs/accountability/dtsde-phases-of-implementation_0.pdf) 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](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) 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](http://www.nysed.gov/common/nysed/files/programs/accountability/assembling-your-improvement-planning-team.pdf)
* 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](%20http://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:

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| --- | --- |
| 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:

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| --- | --- |
| 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.

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| --- | --- |
| 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 1

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | **We are committed to decreasing chronic absenteeism.** |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *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?* | **All students have a right to educational opportunities that will enable them to develop to their fullest potential. To access these opportunities, students must be in attendance in school.**  **As of May 2024, 29.7% of our students are chronically absent.**  **Through analysis of the Panorama survey, we noted three areas that may impact student attendance. Such areas include school climate, teacher-student relationships and sense of belonging. More than 40% of the student population answered unfavorably in these areas.**  **We plan to implement school-based initiatives such as early warning monitoring systems and progress monitoring, in addition to MBK/MSK and rewards to decrease chronic absenteeism and create a more positive school climate.**  . |

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.

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| **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?  *Consider both data trends observed and student interview responses.*  *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.* |
| **Data** | **X NEW**  EXPAND  REFINE | **Utilize data to track attendance trends.** |
| **Incentive System** | **X NEW**  EXPAND  REFINE | **Design a system of incentives to highlight schoolwide attendance.** |
| **MBK/MSK** | **X NEW**  EXPAND  REFINE | **Develop a mentoring program whereby students build relationships with staff. Staff will influence and guide students with attendance concerns.** |

Implementation

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| **KEY STRATEGY 1** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| By October 15th attendance data will be collected early to identify students with attendance concerns (more than 5 absences). Parent conferences will be held to address such concerns. Students will be encouraged to join MBK/MSK for additional support. | **X by EPM**  by MYB |
| By January 15th attendance data will be collected and analyzed for chronic absenteeism. More than 10 absences will be reported to PST. | by EPM  **X by MYB** |
| By May 15th attendance data will be collected and analyzed for chronic absenteeism. PST, admin and parents/guardians will discuss next steps regarding additional assistance from external referrals/agencies, etc. | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

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| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Data collection, analysis and feedback will be executed by the attendance PLC. Meetings will be determined based on the built-in professional development schedule. |
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| **KEY STRATEGY 2** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| An incentive System will be designed to celebrate those homerooms with monthly low absenteeism (less than 5%). Incentives will include: Bulletin board shout-outs, morning announcement recognition, etc. The incentive system will help to create a more positive school climate. | **X by EPM**  by MYB |
| The Incentive System will be designed to celebrate the homeroom with the lowest absentee rate/percentage bi-monthly. Incentives will include: Donut party | by EPM  by MYB |
| The Incentive System will be designed to celebrate those students with perfect attendance mid-year and end of the year. Incentives will include: Awards ceremonies and certificates. | by EPM  **X by MYB** |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

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| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| PLC schedule, funding for incentives, key stakeholders’ involvement |
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| **KEY STRATEGY 3** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| By October 15th, MBK/MSK mentors will offer guidance and support for at-risk students either on the cusp of chronic absenteeism or those identified as chronic absentees. This will help to increase students’ sense of belonging and develop opportunities for teacher-student relationships to flourish. | by EPM  **X by MYB** |
| Monthly, MBK/MSK will monitor student attendance and reach out to admin about concerns. MBK/MSK model will be executed to ensure students reach their full potential. | by EPM  **X by MYB** |
| Attendance contracts will be signed by both parents and students. | by EPM  **X by MYB** |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

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| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Time will be allocated for mentoring after-school and/or during lunch periods. Teachers who volunteer to do MBK/MSK will do so at least 1X/WK. |
| Attendance contracts, funding for mentoring after-school and Excel sheets as attendance tools will be utilized. |

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| **KEY STRATEGY 4** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
|  | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

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

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| **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)* |
| **Incentive System** | **Attendance Data** | **More than 80% of students missing less than 10% of school.** |  |
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### 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.

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|  | **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)** | **Attendance data** | **More than 85% of students missing less than 10% of school.** |  |
| **End-of-the Year Targets** | **Attendance data** | **More than 90% of the student population missing less than 5-10% of total school days.** |  |

### Spring Survey Targets

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

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|  | 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 | **Sense of Belonging** | **54% Unfavorable** | **90% and Above= Favorable** |  |
| Staff Survey | **School Climate** | **25% Unfavorable** | **90% and Above= Favorable** |  |
| Family Survey | **Teacher-Student Relationship** | **35% Unfavorable** | **90% and Above= Favorable** |  |

# COMMITMENT 2

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We commit to strengthening language and vocabulary in all content areas. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *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?* | * By implementing this commitment, we will continue to address vocabulary and writing deficiencies that have been identified as areas in need of improvement to gain English Language proficiency and better New York State Tests results. * All New York State exams are rigorous and demand reading and writing command of the English Language. Our ELA proficiency is currently at 30.5%. As a TBE school we welcome non-English speakers all year round. Strengthening language and vocabulary in all content areas would include interactive and hands-on activities for our students. * After thorough data analysis and professional conversations about classroom observations and progress monitoring teachers continue to identify lack of academic vocabulary as one of the main challenges that hinder progress. |

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.

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| **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?  *Consider both data trends observed and student interview responses.*  *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.* |
| Explicitly teach English/ Spanish language vocabulary and structures to increase MLL (Multilingual Learners) students’ English language progression and peer interaction. | NEW  EXPAND  REFINE | This strategy will be refined to address grade/age specific language development using all four modalities.  PK-2- These grade levels will focus on developing oral language using interactive, interest-based, and context-specific learning experiences.  3-8- These grade levels will continue to develop academic vocabulary by differentiating the approach based on the type of word, repeated exposure, visual aids and active engagement. |
| Review student ELA/Literacy data to adjust instructional groupings and practices based on assessment data. | NEW  EXPAND  REFINE | 3-8 These grade levels will use MAP Assessment Data (pre, mid and post) to adjust instructional groupings and practices. A combination of homogenous and heterogenous groupings will be implemented by classroom teachers to ensure growth in language and vocabulary development. Examples of instructional practices for language and vocabulary development include the use of cognates, repeated exposure in a variety of contexts (i.e. reading the words in a passage, using the words in a writing prompt) and the reinforcement of accountable talk using sentence frames. |
| Unified Writing Strategies | NEW  EXPAND  REFINE | A school-wide process writing initiative will be adopted to continue monitoring students’ written communication abilities and use of academic vocabulary. Genre specific tasks will be completed three times a year. Examining authentic written pieces using a protocol and rubrics will be an integral part of the process. |

Implementation

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| **KEY STRATEGY 1** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Starting in September 2024, the teachers will explicitly teach vocabulary and structures. Administration will observe and document implementation during walkthroughs and formals.  Sample Activities:   * Identify, teach, and post key academic vocabulary and structures for one content lesson. * Provide opportunities to practice English in the classroom (i.e., Sentence starters, academic conversation, accountable talk) * Design structured activities that support student-to-student or group interaction. * Differentiate trans-language needs for students and utilize cognates to be able to explain and analyze concepts gradually in English. | by EPM  by MYB |
| Mid-October 2024- The staff will examine the Fall MAP data to adjust instructional practices. | by EPM  by MYB |
| By late February 2025- The teachers will examine the Winter MAP data to enhance or modify instructional practices. | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

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| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| * Evidence of strategy implementation in the form of word walls, unified anchor charts, student discussions, literature and student writing assignments must be observable in the classroom. |
| * A schedule for Professional Learning communities and Common Planning Periods must be created and shared with all stakeholders. * Ongoing group discussions based on the latest research about language and vocabulary development. |

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| **KEY STRATEGY 2** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Mid-September 2024- The teachers will examine the New York ELA data to identify patterns and trends that will facilitate making instructional shifts.   1. Follow the Protocol for Examining Data  1. Analyze    1. as a grade level team (Elementary) or Content Area (Secondary) analyze student data for proficiency, strengths, and weaknesses.    2. Identify Clusters of Students:    3. Describe Clusters of Students    4. Create Working Hypothesis    5. Validate Pattern in Data Using Multiple Data Sources    6. Conduct Root Cause Analysis 2. Strategize    1. Evaluate strategies by eliminating those that are not in your control, unrealistic etc.    2. Select one HIGH IMPACT strategy.    3. Create Instructional Plan 3. Act    1. Identify assessment results    2. Identify Impact on Learning    3. Identify Lessons Learned    4. Identify Next Steps | by EPM  by MYB |
| Mid-October 2024- The teachers will examine Fall MAP data to adjust instructional practices as it pertains to the strategy. | by EPM  by MYB |
| Late February 2025- The teachers will analyze Winter MAP data to identify patterns and trends to adjust instructional practices. | by EPM  by MYB |
|  | by EPM  by MYB |
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| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| A schedule for Professional Learning communities and Common Planning Periods must be created and shared with all stakeholders.  Professional articles related to language acquisition and language development. Encourage professional development through journals, studies and conferences from organizations such as NYSABE and NYSTESOL. Continue professional development series with RBERN (Regional Bilingual Education Network) and other organizations to establish a school-wide Language Allocation Policy to unify the goals of the Transitional Bilingual program.  Professional development to support co-teaching models and co-teachers in the building. |
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| **KEY STRATEGY 3** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Early September 2024- A Pre-Writing Assessment will be completed.  Teachers will utilize building wide ELA writing tools including the use of:   COPS (PreK- 1)   * Capital Letter * Organization * Punctuation * Spaces   Modified RACER (EOY Grade 2)   * Restate: Use the question to begin your answer. (TTQA Strategy) * Answer: What is the answer to the question? * Explain/Analysis: Provide evidence from the text to support your answer * Restate: Summarize your answer   RACER (3-8)   * Restate: Use the question to begin the answer. * Answer: What is the answer to the question? * Cite Evidence: Find a quote from the text that supports the answer. * Explain/Analysis: How does this quote prove the answer to be true? * Restate: Summarize your answer.   A school-wide process writing initiative will be adopted to continue monitoring students’ written communication abilities and use of academic vocabulary. Three genre-specific tasks will be completed during the academic year. Examining authentic written pieces using a protocol and rubrics will be an integral part of the process.  PROCESS WRITING   * Prewriting * Drafting * Revising * Editing * Publishing | by EPM  by MYB |
| January 2025- Post- Writing Assessment for a genre specific piece after explicit process writing instruction. | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

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| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Structured Writing Block, schoolwide rubrics, and protocols for looking at student authentic writing assignments.  Classroom Teachers, ENL Teachers, Reading Teachers, NLA & SLA teachers; TBE teachers  All classrooms will have unified anchor charts and writing process for students to use for reference. In the TBE and ENL classrooms, anchor charts will be mirrored in L1 to support language development.  Writing development will continue to align across bands of grades and the use of grade level texts  Testing grades will continue to identify and examine “Trending Test” words and academic vocabulary to support language development and academic vocabulary exposure.  Classrooms will continue to use accountable talk speaking frames to support language development and critical thinking.  MLLs in grades 6-8 will be invited to participate in in year 3 grant of language development through poetry and arts. |
| Scheduled Professional Learning Communities, Common Planning Periods |

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| **KEY STRATEGY 4** |  |

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| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
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| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
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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** | Benchmark Interim Assessment 1 | We will be able to identify overall areas of strengths and need improvement in vocabulary. |  |
| **2** | -Benchmark Interim Assessment 1  -Fall Map Data | We will be able to determine overall reading levels, along with areas of strengths and need improvement in reading comprehension. |  |
| **3** | -Pre-Writing Assessment (Genre Specific) | We will examine students' writing proficiency levels, in genre-specific texts, and areas needing improvement. |  |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Winter Map and Post-Writing Assessment | * 50% of students will score above the 40th percentile * 50% of the students will score above the 40% percentile on Post Writing Assessments |  |
| **End-of-the Year Targets** | Spring Map and Post-Writing Assessment | * 40% of students will score above the 40th percentile * 50% of students will score above the 50th percentile |  |

### 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 | At your school, how often are you encouraged to think deeply about race-related topics?  How often do students at your school have important conversations about race, even when they might be uncomfortable? | 79% of students feel they are often encouraged to think deeply about race-related topics.  63% of students feel they have important conversations about race, even when they might be uncomfortable. | 50% | The survey data shows that over 50% of students feel they are encouraged to think deeply about race-related topics and have conversations about race. |
| Staff Survey | When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?  To what extent are teachers trusted to teach in the way they think is best? | 68% of staff feel that colleagues are supportive when new initiatives to improve teaching are introduced.  73% of teachers feel they are trusted to teach in the way they think is best. | 50% | The survey data shows that over 50% of staff feel they are supported by colleagues when new teaching initiatives are introduced and that they are trusted to teach in the way they think is best. |
| Family Survey | How motivating are the classroom lessons at your child’s school?  Given your child’s cultural background, how good a fit is his/her school? | 78% responded favorably that their child’s lessons in school are motivating.  81% responded favorably that their child’s school is a good fit for them in regards to their child’s cultural background. | 50% | The survey data shows that over 50% of families feel that their child’s lessons are motivating and that their child is a good fit for school given their cultural background. |

# 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?** | Enrico Fermi is committed to engaging in school-wide continuous improvement by implementing the PDSA framework and creating professional development opportunities. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *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?* | * By engaging in PDSA cycles, we can make data driven instructional decisions to improve NYS Math, ELA and Science exams. We envision our students enhancing their reading, writing, computing and problem-solving skills. Moreover, in the ongoing effort to improve student achievement, teachers will collaborate across grade levels to share content level strategies, teaching practices and confirm their methods are aligned. * Through collegial conversations, student data analysis and classroom observations, we found that most of our students are not meeting grade-level proficiency. * The NYS ELA and Math assessments indicate that our 3rd-8th grade students are 30.5% proficient in ELA and 24.6% proficient in Mathematics. According to the Panorama Survey, 72% of the students feel that teachers are excited to be teaching. When the school makes important decisions, only 59% of the teachers feel that they have an input in school decision making. When answering open-ended questions, it was revealed that 41% of the teachers believed that they did not have an input in making important school decisions. We would like to explore ways to involve teachers in the planning and execution of professional development to increase student achievement. |

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?  *Consider both data trends observed and student interview responses.*  *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.* |
| **Data-Driven Culture:** Create a school-wide culture based on high expectations and accountability using quantitative data to support decision-making and address inequities for each student using the PDSA framework. | **X NEW**  EXPAND  REFINE | Make data-driven instructional decisions.  Teacher collaboration across all grade level and content areas. |
| **Professional Development:** Continue to develop teacher content and pedagogy to increase opportunities and outcomes for each student. | **X NEW**  EXPAND  REFINE | Make data-driven instructional decisions.  Teacher collaboration across all grade level and content areas. |

Implementation

|  |  |
| --- | --- |
| **KEY STRATEGY 1** | **Data-Driven Culture** |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Ongoing PDSA Cycles:  Plan for Implementation and Data Collection: In the Plan phase, our team will analyze NYS Data and identify potential patterns and trends. In addition, teacher will identify the *Strengths* and *Challenges* across all content areas based on the given data. Also, they will unpack released questions from previous years to determine specific challenging standards across content area.  Do the Change Idea: In the Do phase, each teacher will analyze the pre-assessment data, develop and review the assessments given. Develop an individualized goal based on the assessment data collected throughout this phase and use assessment data & progress monitoring tracker to identify/determine strengths and weaknesses. Finally, teachers will identify a new instructional practice (s) to be implemented during the Do part of the cycle.  Study your Findings: In the Study phase, your team will engage in analyzing student work. Teachers will be asked to bring their progress monitoring sheets and student work samples that support the data. In PLC teams, teachers will discuss:   * What are the strengths in the students’ work? * How did instruction contribute to these strengths? * What are the continuing needs in the students’ work? * What do we need to change in our instruction to address these needs?   Discussions will be centered on the new instructional practice (s) that were introduced during the Do “D” phase of the cycle.  Act on your Results: In the Act phase, the team will come to consensus about whether to *adopt*, *adapt*, or *abandon* the change idea (instructional practice) that was tested based on the data given. They will then begin the Plan phase of the next PDSA cycle. | by EPM  by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| NYS Released questions  NYS Next Generation Standards  Progress monitoring Tracker Sheet  NYS Item Analysis Data  PLC Schedule |

|  |  |
| --- | --- |
| **KEY STRATEGY 2** | **Professional Development** |

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| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Text Complexity Analysis:  Teachers will receive training in the procedure of unpacking the Released State Exam.  Teachers will analyze the text Lexile level, type of questions, structure of exam and standards targeted. | **X by EPM**  by MYB |
| Unpack Focused Standard (s):  Teachers will be trained in unpacking standards.  Teachers will complete the unpack standard template to break down standards into knowledge, skills and understandings. | **X by EPM**  by MYB |
| Math MLL Coaching Cycle:  This coaching cycle will focus on PreK-Grade 2 to build on educator expertise to understand the standard coherence to align with materials (i.e., amplify and/or enhance in the materials)  Teachers will identify the skills, prerequisite skills, and performance indicators for mastery  Teacher will select and align routines for academic language support along with various strategies and interventions  The teacher will conduct a formative assessment and create an ongoing progress monitoring plan. | by EPM  **X by MYB** |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Unpack standard template  Congruence Schedule  PLC schedule  MLL schedule Grades K-2 |

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)* |
| **Data-Driven Culture** | * NYS Item Analysis Data * Pre-Assessment | * Patterns and trends * Strengths & Challenges * Teaching & Learning practices * Assessments data * Ongoing progress monitoring plan |  |
| **Professional Development** | * NYS Item Analysis Data * Pre-Assessment | * Identify the skills learned * Identify prerequisite skills needed * Align routines for academic language support * Formative assessment data * Ongoing progress monitoring plan |  |

### 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)** | * i-Ready Winter diagnostic * MAP Winter * NYS ELA/MATH DataMate | * Grade level achievement * Standards/skills mastered & deficiencies * Individualize instructional goals per content area |  |
| **End-of-the Year Targets** | * i-Ready Spring diagnostic * MAP Spring | * Grade level achievement * Projected proficiency level * Standards/skills mastered & deficiencies * Individualize instructional goals mastered or not |  |

### 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 | 1. How often do your teachers seem excited to be teaching your classes? | 72% Frequently/Almost always  28% Below desired response | increase desired response by 2% |  |
| Staff Survey | 1. When the school makes important decisions, how much input do teachers have?   ***Open-ended Question***   1. If you could change anything about working at your school, what specific changes would you make? | * 59% Frequently/Almost always * 41% Below desired response   ***Written Responses:***   * Administrators should feel comfortable pulling experience or ideas from teachers, not treating us as if we are not knowledgeable and shutting down any points of concern with busy work. * I wish all teachers had more of a say in determining what is done during staff development. | Increase desired response by 12%   * I feel validated and knowledgeable by sharing my ideas and experience with administrators. * I have more input and decision making on staff development. |  |
| Family Survey | 1. How motivating are the classroom lessons at your child’s school? | 73% Frequently/Almost always  27% Below desired response | increase desired response by 2% |  |

# COMMITMENT 4

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

Our Commitment

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| --- | --- |
| **What is one Commitment we will promote for 2024-25?** | We commit to improving family engagement. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *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?* | We are making this commitment based on parent feedback. Parents have expressed a powerful desire to participate in school functions with their children. Students have shared their desire to feel connected to their school.    This commitment fits into what we envision for the school as we want to be a true community school where families are frequently involved with multiple resources available to them.    Staff want to increase parent involvement with their students’ education and interaction with the school.    It was observed that the PTSA increased family activities by 50% last year. Parent attendance and participation at these events increased by over 75%. |

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?  *Consider both data trends observed and student interview responses.*  *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.* |
| Increase the number of paying and active members of the PTSA. | NEW  EXPAND  **REFINE** | The new PTSA increased the membership campaign which greatly increased our PTSA members. 2022 membership was 58. 2023 PTSA membership increased to 150. The goal for 2024-25 will be to have membership over 200. |
| Create monthly PTSA Family Events | NEW  EXPAND  **REFINE** | The PTSA increased the number of evening family events from last year and parent attendance greatly improved. The goal is to add 2 to 4 more PTSA events for the 2024-25 School Year. |
| Have each grade level of teachers organize and plan one family engagement event during the school day. | **NEW**  EXPAND  REFINE | Through surveys, conversations, and actual witnessing of parent attendance of school events during the day, it is evident that parents want to be more involved. |

Implementation

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| --- | --- |
| **KEY STRATEGY 1** |  |

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| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Promo and educate families about the benefits of being part of the PTSA. In late August we will start sending out Blackboard messages about the importance of being part of the PTSA. Additionally, we will use all out social media platforms and school website. Promotional flyers will be created to send out with the summer mailing. | **by EPM**  by MYB |
| By the end of September 2024, we will tally the number of paying members of the PTSA. | **by EPM**  by MYB |
| By Mid-January 2025, we will once again tally the number of PTSA members. | by EPM  **by MYB** |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

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| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Human Capital will be a resource as we will use active PTSA members to do outreach to attract new paying and active members. Conventional paper mailings and flyers will be utilized as many people still prefer tangible products. Use of our electronic communication resource Black Board Messaging will be used, our Instagram and Twitter Pages will be used, and we will promote through our School Website. |
|  |

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| **KEY STRATEGY 2** |  |

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| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| By Mid-September, our PTSA will schedule the monthly events and dates for families to mark their calendars. | **by EPM**  by MYB |
| This information will be disseminated through all social media, Blackboard Connect, and Paper. | **by EPM**  by MYB |
| Family attendance will be counted for the first three events to see if we met targeted goals and family interests. | by EPM  **by MYB** |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Monthly family activities will be scheduled which will include food, drinks, coffee, and fun family engagement. Sign-up sheets will be created in advance to monitor participation and tickets created for those attending. |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 3** |  |

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| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| By the end of October 2024, Elementary teachers can meet by grade level to plan and develop one parent engagement activity of their choice. | **by EPM**  by MYB |
| By the end of October 2024, there will be a school-wide schedule developed and shared with all staff and families of the event and dates for these activities. | **by EPM**  by MYB |
| By the end of January 2025, parent attendance will be calculated for the events that did already take place to ensure we have at least 50% attendance by grade level. | by EPM  **by MYB** |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

|  |
| --- |
| RESOURCES  What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| A schedule must be created as may staff members will need to share the auditorium, gym, room 137, the cafeteria, the library, or the computer lab. Teachers will use their Class DoJo or Remind Accounts to communicate with families as well as, sending out traditional flyers. |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 4** |  |

|  |  |
| --- | --- |
| IMPLEMENTATION  What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
|  | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |
|  | by EPM  by MYB |

|  |
| --- |
| RESOURCES  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** | Parent sign up to be a member of the PTSA | We hope to see at least 50 more parents become members than last year. That will be an increase of 25%. |  |
| **2** | We need to have a schedule of events out to families by the end of September 2024. | We hope to see at least 2 new events scheduled and an increase in participation of families of 25%. |  |
| **3** | A definitive schedule of daytime events must be created by the end of October. | We hope to see 100% of the grade levels with a planned event. We also hope to see at least 50% of our parents in that grade level attend the event. |  |

### 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)** | Parent Attendance | 50% participation |  |
| **End-of-the Year Targets** | Parent Attendance | 50% participation |  |

### 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 Connected do you feel to adults in your school?  How much do you matter to adults in your school? | 33%  45% | 75%  75% |  |
| Staff Survey | How often do you meet with families? | 43% | 75% |  |
| Family Survey | Have more social interaction.  Have more activities | Parents are looking for more activities. | We want to offer more activities for parents and students to engage in at the school. |  |

# 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 engagementin 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](https://www.nysed.gov/accountability/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 |
| *Example: Mary James* | *ELL Teacher* | *3/5* | *3/12* | *3/19* |  | *4/10, 4/11* | *4/17* | *5/2 5/9 5/16* |
| Mark Ametrano | Principal |  | 4/30 | 5/21 | 5/30 |  | 6/3 | 6/4-6/7 |
| Sandra Guzman | Assistant Principal |  | 4/30 | 5/21 | 5/31 |  | 6/3 | 6/4-6/7 |
| Yessenia-Pena | Assistant Principal |  | 4/30 | 5/21 | 5/31 |  | 6/3 | 6/4-6/7 |
| Tiombe Walls Majors | Assistant Principal |  | 4/30 | 5/21 | 5/31 |  | 6/3 | 6/4-6/7 |
| Karina Silva | Bilingual Coach |  | 4/30 | 5/21 | 5/30 |  | 6/3 | 6/4-6/7 |
| Jennifer Morales | Teacher |  |  | 5/21 | 5/31 |  | 6/3 | 6/4-6/7 |
| Dinaris Burgos | PTSA |  | 4/30 | 5/21 | 5/31 |  | 6/3 | 6/4-6/7 |
| Candy Mojica | PTSA |  |  | 5/21 | 5/31 |  | 6/3 |  |
| Pat Alfonso | Teacher |  |  |  |  | 5/17 |  |  |
| Jennifer Lorio | Teacher |  | 4/30 | 5/21 |  |  | 6/3 |  |
| Michelle Gomes | Teacher |  |  |  |  | 5/17 |  |  |
| Erica Niola | CSEA/Parent/PTSA |  |  | 5/21 |  |  | 6/3 |  |
| Susana Mathua | Parent |  | 4/30 | 5/21 |  |  |  |  |
| Thomas Wilson | Parent/PTSA |  | 4/30 | 5/21 |  |  |  |  |
| Jefferzon Adames, Melany Perez Cuevas, Ester Cruz, Yostin Vilorio, Lionel Conde,  Sonali Persaud, Obed Rodriguez Santana, Luis Estevez Bravo, Ambar Roldan, Isaac Enamorad, Alexsandra Hernandez, Joseph Rodriguez, Emei Aquino, Justin Marte, Laysha Santana, Dyland Lopez, Jon Nunez , Loribel Castro | Students |  |  |  |  | 5/17 |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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# 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 |
| Students interviewed stated that they would like more prizes or competition. Our commitment to chronic absenteeism has incentives and prizes built in. 71% of the students interviewed stated that they feel connected to the school. Our commitment 4 is geared toward more student and family engagement. |

**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**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **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](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) 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](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf), 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](https://www.nysed.gov/sites/default/files/programs/accountability/pre-scep-team-meeting-planning-session-5.pdf) 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**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **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](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf). 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.