NYSED.gov

**New York State
EDUCATION DEPARTMENT**
Knowledge ❯ Skill ❯ Opportunity

# School Comprehensive Education Plan
## *Local Support & Improvement (LSI)*

## 2023-24

| District | School Name | Grades Served |
|---|---|---|
| **Yonkers Public Schools** | Montessori School 27 | PK-6 |

| Collaboratively Developed By: |
|---|
| **The Montessori School 27 SCEP Development Team**<br>**Contributors: Christina Westphal, Michelle Kornfeld, Marisa Remeny, Ashley Wright, Kimberly A. Fenty, Harris Dollinger, Lourdes Cruz, Amy Alvarez, and Darwin Torres,** *in partnership with the staff, students, and families of Montessori School 27* |

# Guidance for Teams

## Template

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

## Commitments

After completing the ENVISION-ANALYZE - LISTEN activities, the team should ask, "**What should we prioritize to support our students and work toward the school we wish to be?**"

The team should take the answers to this question and identify 3 to 4 commitments, related to the YPS Strategic Plan, for the 2023-24 school year. For each commitment, the team will identify strategies focused on professional development and data-driven-culture, that will advance these commitments.

## Strategies

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

## Resources for Team

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

- Requirements for Meaningful Stakeholder Participation SCEP
- How Learning Happens
- Comprehensive DTSDE School Framework Phases of Implementation
- Guidance Document Analyze: Tenet 1 Systems and Structures Inventory
- Assembling Your Improvement Planning Team Guidance Document
- Guidance Document Envision: Exploring Our Vision, Values and Aspirations

- Culturally Relevant and Sustaining Practices
- Framework on Diversity, Equity, and Inclusion in New York's Schools: A Call to Action

# COMMITMENT 1

<table>
<tr>
<td colspan="2" style="background-color:#a9d08e">**Our Commitment**<br><br>**Aligned to YPS Strategic Plan Goal I: Student Achievement**<br><br>*Strengthen academic outcomes and graduation pathways (HS) through culturally responsive and sustaining curriculum and instruction.*</td>
</tr>
<tr>
<td>**What is one commitment we will promote for 2023-24?**</td>
<td>We commit to the continuous use of data analysis and data-driven instruction to improve student achievement through culturally-responsive rigorous instruction in the areas of ELA and Math.</td>
</tr>
<tr>
<td>**Why are we making this commitment?**<br>*Things to potentially take into consideration when crafting this response:*<br><ul><li>*How does this commitment fit into the school's vision? (Envision Activity)*</li><li>*Why did this emerge as something to commit to? (All Analyze Activities)*</li><li>*In what ways is this commitment influenced by the Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?*</li><li>*How are you incorporating equity and inclusion into this commitment?*</li></ul></td>
<td>Some of the main components of Montessori 27's vision is to create an environment that fosters individuality, academic rigor, self-directed learning and independence.<br><br>We are making this commitment because we also believe that instruction that is delivered in a manner that is intentional in addressing learning gaps and inequities will also impact academic achievement.<br><br>An analysis of 2022-2023 New York State assessment in ELA reveals 39.4% of students in grades 3-6 scored levels 1 & 2.  On the New York State Math assessment, 46.1% of students scored levels 1 & 2.</td>
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</table>

## Key Strategies and Resources

| STRATEGY | TIMEFRAME | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|---|
| What strategies will we pursue as part of this commitment?<br><br>**Must include action steps and initiatives aligned to YPS Strategic Plan:**<br>**Goal II**: Professional Development and<br>**Goal III**: Data-Driven Culture .<br><br>*Include reference to: DEI/CRLE, PLC's, NSI, instructional foci, PBL, inquiry based learning, assessment cycles, data liaisons, MLL, SWD, SIFE, Project Acceleration, graduation pathways/data, college readiness and design strategies (HS)* | | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| **Administration will set clear expectations on data use and collect student data throughout the year. Teachers will use data to create flexible groupings** | Sept 2023-June 2024 | We will analyze multiple data sources throughout the year beginning with Spring 2023 MAP, NYS ELA, NYS Math scores, and continue with Benchmark unit and interim, I-Ready Diagnostic and Interim, DataMate, as well as Fall 2023 MAP and other qualitative assessments in Fall 2023 to establish a baseline and formulate flexible groupings that | Teachers will triangulate multiple data sources throughout the year, to create flexible groupings and differentiate instruction for up to 30 minutes of targeted instruction per week | Scheduled time to analyze data through PLC/Congruence, PD, Data Team |

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|---|---|---|---|---|
| | | will change throughout the school year based on students' gaps | | |
| **Continued use of YPS Power Standards to target requisite skills** | Sept 2023- June 2024 | Teachers will develop and implement action plans using data and YPS Power Standards with tiered systems of interventions to support struggling students. | We will analyze the Power Standards in relation to data, Benchmark and I-Ready curriculums and assess requisite skills to create a plan to support students individual needs. | Scheduled time to analyze data through PLC/Congruence, PD. Clever, PowerSchool |
| **Provide AIS to targeted students during school day After-school program will be offered 1.5 hours, 2x/wk** | Sept. 2023- June 2024 | Students will be assessed and targeted for AIS based on assessments data including Title I Reading Support | We will incorporate the use of intervention resources and other district resources. | Sonday Learning and Benchmark, Benchmark Advance Intervention Program I-Ready, Benchmark, IXL, HMH Science |
| **Continue 22-23 YSDistrict foci and add Student Engagement and Active Listening, Checks for Understanding, Use of Accountable Talk, and Critical Thinking in all content areas** | Sept. 2023- June 2024 | Incorporate use of exit tickets, collaborative conversations and accountable talk with checks for understanding throughout daily lessons.  Through SEL activities increase active listening and student engagement. | Teachers use of exit tickets, checking for understanding, students' self-assessments, questions promoting critical thinking (comprehension, application, analysis, synthesis, evaluation) to gather qualitative/ authentic and quantitative data to help with grouping students for differentiated lessons | Use of Benchmark, I-Ready, PNW BOCES, PD, Teacher collaboration, PLC, Congruence |

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|---|---|---|---|---|
| **SMART Goals** | Sept. 2023-June 2024 | Students will participate in goal setting activities after Fall/Winter (optional)/Spring MAP test | Students will set academic goals for themselves with parent support. Data is discussed with students to facilitate goal setting and shared with parents | Teacher planning, schedule, MAP Reports |
| **Incorporate elements of Balanced Literacy** | Sept 2023-June 2024 | Incorporate whole group, small group, independent reading, and writing in every classroom, tier 3 vocabulary in ELA and Math | Expand literacy giving students choice of reading materials for pleasure with a writing component | Library, literature that reflects students' interests, culture, cultural identities |
| **PLC/Congruency** | Sept 2023-June 2024 | Grade Level Planning time | All teams will have PLC/Congruency to share data, discuss best teaching practices, curriculum and instruction | Built into Master Schedule |
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## End-of-the-Year Desired Outcomes

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

| | Survey Measure from AMBITIOUS INSTRUCTION in the 5Essentials Survey | 2022-2023 or 2021-2022 response | Desired response (e.g. % agree or strongly agree) |
|---|---|---|---|
| **Student Survey** | Under English Instruction measure, students responded to the following: <br><br> Discuss connections between a reading and real-life people or situations. | The overall measure of English instruction decreased from 74% in 2022, to 63%. A decrease of 11%. of students responded never to once or twice a week. | An increase of at least 5% to 27% in the almost every day category currently at 22% |
| **Staff Survey** | Under Quality of Student Discussion teachers responded to the following measure: <br> Students provide constructive feedback to their peers and to me. | 74% responded rarely to sometimes while only 24% of teachers responded almost always | An increase of at least 5% in the almost always category |
| **Family Survey** | Under the Parent Satisfaction measure parents responded to: <br> Overall, how satisfied are you with the education your child is receiving at this school? | 10% of parents responded very dissatisfied to somewhat dissatisfied. | An increase of at least 5% in the somewhat satisfied category currently at 12% |

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

By the end of the year, there will be an increase of 3% in NYS ELA assessment and 3% increase in NYS Math assessment.

# COMMITMENT 2

## Our Commitment

## Aligned to YPS Strategic Plan Goal IV: Support Student Needs

*Establish inclusive learning communities that support students with diverse social and emotional needs for equitable student growth and development.*

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| **What is one commitment we will promote for 2023-24?** | We commit to supporting student through delivering academically rigorous, culturally responsive instruction in a manner that is reflective of students' cultural differences to improve academic achievement, to give students a voice, and develop a sense of agency while engaging students in "meaningful learning that is relevant to them." |
| **Why are we making this commitment?** *Things to potentially take into consideration when crafting this response:* <ul><li>*How does this commitment fit into the school's vision?* ***(Envision Activity)***</li><li>*Why did this emerge as something to commit to?* ***(All Analyze Activities)***</li><li>*In what ways is this commitment influenced by the* ***Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?***</li><li>*How are you incorporating* ***equity*** *and* ***inclusion*** *into this commitment?*</li></ul> | An analysis of student survey responses indicates that students expressed a desire to form positive relationships with their teachers. In the student questionnaire, students also identified relevancy—how the content is relevant to them—present and future, as important to make learning more meaningful to them. <br><br> Establishing a trusting relationship with a teacher allows students to feel comfortable in class and therefore more receptive to learning. Culturally Responsive instruction paired with Active Listening allows students to see themselves reflected in what they are learning, to feel supported and respected for who they are. Combining trust and support will have a positive impact on student learning because when students feel heard, they will develop a voice and sense of agency. |

## Key Strategies and Resources

| STRATEGY | TIMEFRAME | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|---|
| What strategies will we pursue as part of this commitment?<br><br>**Must include action steps and initiatives aligned to YPS Strategic Plan:**<br><u>**Goal II**</u>: Professional Development and<br><u>**Goal III**</u>: Data-Driven Culture in the YPS Strategic Plan.<br><br>*Include reference to: DEI, CRLE, NSI, PLC's, instructional foci, data liaisons, MTSS with Tier !, II and III, MBK/MSK, SEL, Title I/Title III, MLL, SWD, PBIS, restorative practices, and student attendance* | | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| **Comprehensive and Focused Professional Development**<br>• **Vertical Team**<br>• **Horizontal Team**<br>• **DEI**<br>• **SEL**<br>• **Data** | Sept 2023-June 2024 | Professional Development will be provided by administration, and/or faculty, on relevant topics designed to support staff needs, and allow teachers opportunities to continue to build professional collaborative partnerships with each other as they share best practices. Professional collaboration & Teacher/Teacher trust will be enhanced through the implementation of | Staff will participate in PD on a variety of topics that enhance student learning. | PD Schedule, Facilitators, literature/resources Sharroky Hollie, Colin Seale, Cornelius Minor |

| | | classroom intervisitation for non-tenured teachers. | | |
|---|---|---|---|---|
| **SEL/DEI Committee**<br>• **Continue to incorporate SEL and DEI vocabulary and activities into daily interactions**<br>• **Incorporate Teacher Affirmations** | Sept 2023-June 2024 | All staff will engage students in a SEL morning activity<br><br><br>Continue to expand students' vocabulary with our SEL word of the week | Morning announcements to include Casel's 5 Tenets: Self-Awareness, Self-Management, Social Awareness. Relationship Skills and Responsible Decision Making | Clever, Nearpod, PNW BOCES SS/ELA, Brain Pop, laptops, Rethinked for Pupil Support and classroom activities |
| **Supplement ELA through:**<br>• **Use of Research Projects**<br>• **Incorporate Benchmark Social Justice lessons tied to current events**<br>• **Use of learning games, group work, activities and "Culture Box"** | Sept 2023-June 2024 | Teachers will take a deeper dive into Benchmark Resources and/or supplement ELA, Incorporate current events | Students conduct and present research findings. | Benchmark Social Justice K-6 Clever, PNW BOCES curriculum, laptops, library |
| **Pupil Support Team and Use of Multi-Tiered Systems of Support** | Sept 2023-June 2024 | Continue to incorporate Tiered Systems of Support through academic interventions targeting student academic deficits, behavioral, social-emotional needs | Pupil Support Team meetings will take place weekly to provide academic and behavioral interventions for struggling students. | PST time included in Master Schedule, PST staff members |
| **Restorative Practices** | Sept 2023-June 2024 | Teacher will incorporate weekly community | Restorative Practices will be implemented as part of conflict | PD, space, RP Questions |

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| | | circles to create community | resolution and circles will continue weekly | |
| **Incorporate the use of multi-sensory approach (i.e. manipulatives)** | Sept 2023-June 2024 | Incorporate a multi-sensory approach to make abstract concepts concrete | Look fors: manipulatives throughout math instruction. | White boards, markers, manipulatives |
| **Print-rich classrooms** | Sept 2023-June 2024 | Anchor charts, data walls, word walls, visual aids, student rubrics, student work with actionable feedback are visible to students | Students have resources and visual aids to support them. Teachers use these to spiral instruction. | Space |
| **Use of technology** | Sept 2023-June 2024 | Teachers will incorporate the use of technology infusing 21st Century skills | Use of laptops with intention, careful planning to support student needs | Laptops, planning time, PD, Clever Typing |

## End-of-the-Year Desired Outcomes

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

| | Survey Measure from SUPPORTIVE ENVIRONMENT in the 5Essentials Survey | 2022-2023 or 2021-2022 response | Desired response (e.g. % agree or strongly agree) |
|---|---|---|---|
| **Student Survey** | Under Student-Teacher Trust measure, students responded to the following category: My teachers always listen to students' ideas | During the 2022-2023 school year, 14% of students responded strongly disagree or disagree | An increase of 5% in the strongly agree response from 29% to 34% in 2024. |

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|---|---|---|---|
| **Staff Survey** | Professional Development in the areas of SEL and DEI need to continue based on the Equity Self-Reflection | The 2022-2023 Response from Teacher Self-Reflection survey indicated, "Equity PD's seem to be making people more open minded" | An increase of 5% in the Teacher to teacher trust category based on increased use of self-reflective practices. |
| | Under the Collaborative Teachers measure, teachers responded to the Collective Responsibility category:<br><br>Teachers feel responsible when students fail | The 2022-2023 response indicated that 22% of teachers felt some to no responsibility. | An increase of 5% to where most or nearly all of teachers feel a collective responsibility when students fail.<br><br>A 3% decrease in teachers feeling no responsibility towards students failing. |
| **Family Survey** | Under the Parent Connectedness measure, parents responded to the following:<br>Your voice is valued at the school? | The 2022-2023 response indicated that 13% of parents felt their voice was valued a little to none. | A collective decrease of 5% in the little to none categories. |

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.<br>**Use a SMART Goal** |

- By the end of the year, Student/Teacher trust increases to an additional 5% to 60% in performance rate
- By the end of the year, 3% growth in NYS ELA within Black American, Hispanic and economically disadvantaged subgroups

# COMMITMENT 3

## Our Commitment

### Aligned to YPS Strategic Plan Goal IV: Community-Wide Engagement

*Develop family and community partnerships through active engagement, participation and communication to support stronger and meaningful connections.*

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|---|---|
| **What is one commitment we will promote for 2023-24?** | We continue our commitment to building trusting family-school-community partnerships, through transparency, collaboration and communication. |
| **Why are we making this commitment?** <br> *Things to potentially take into consideration when crafting this response:* <br> • *How does this commitment fit into the school's vision? (Envision Activity)* <br> • *Why did this emerge as something to commit to? (All Analyze Activities)* <br> • *In what ways is this commitment influenced by the Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?* <br> • *How are you incorporating equity and inclusion into this commitment?* | This commitment ensures that it targets our vision to create an environment where all stakeholders feel respected and valued. <br><br> Our commitment continues for the 2023-2024 school year because strengthening the relationship between families and our school community will continue to build a sense of trust—a critical component of any collaborative relationship. |

## Key Strategies and Resources

| STRATEGY | TIMEFRAME | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|---|
| What strategies will we pursue as part of this commitment?<br><br>**Must include action steps and initiatives aligned to:**<br>**Goal II**: Professional Development and<br>**Goal III**: Data-Driven Culture in the YPS Strategic Plan.<br><br>*Include reference to: DEI, CRLE, PTA/PTSA, connect ed's, multiple language communication, welcoming environment, school-wide events(4), FACE, newsletters, partnerships, parent portal/PowerSchool, website, social media, and parent workshops* | | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| **Parent Surveys** | Sept. 2023-June 2024 | Administer parent questionnaire 1x/yr | Feedback from parents Fall/Spring to gauge parent needs | Survey/questionnaire |
| **Informational Workshops for Parents**<br>• **Every other month** | Oct. 2023-June 2024 | Faculty/Admin will conduct workshops for parents based on PTA feedback | PTA will gauge topics of interest | PTA will survey, parents/volunteers |
| **Newsletter** | Sept. 2023-June 2024 | A Newsletter Committee will be established to publish a Fall/Spring Newsletter for all stakeholders | Feedback from parents | Faculty/Staff/Administration, time, Newsletter Committee |
| **Expand Community Based Partnerships** | Sept 2023-June 2024 | Continue to create partnerships with CBO's | Winter visit to elderly at Peter Chema Community Center | Facilitator/Administration |

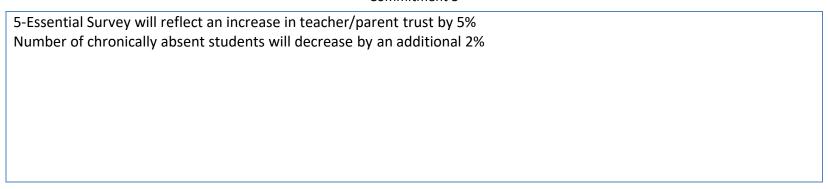| | | | Create collaboration opportunities with College of Mount St. Vincent | |
|---|---|---|---|---|
| **Continue to Expand Community Garden Program** | Sept 2023-June 2024 | Continue to incorporate Ms. Lucy's Community Garden to provide hands on learning experiences for students in science, botany and our environment | Student feedback and participation | Time, Greenhouse, Parent Volunteers |
| **Connect Ed** | Sept 2023-June 2024 | Administration will continue to use the Connect Ed phone/email system to keep parents informed of pertinent schoolwide information | Monitor and track Connect Ed calls. | Connect Ed |
| **Attendance will be monitored**<br>• **Popcorn party and other incentives to motivate students to attend school every day** | Sept 2023-June 2024 | Student attendance will be monitored and shared with parents to minimize excessive absences | Review of Powerschool On-Track report and mail letters to parents | Powerschool Reports, Truancy Reports |
| **Parent/Teacher Conferences** | | Ongoing conferencing with parents in addition to District assigned Parent/Teacher conference days | Use of in-person and virtual conferencing to keep parents informed of student progress, data to inform parents | Time, PTA/Parent Volunteers |
| **Increase parental and community activities** | Sept 2023-June 2024 | Multi-Cultural Dinner/luncheon (TBD) EOY Barbecue Mother's/Father's Day Brunch | Ongoing PTA meetings, participation in District events (i.e. Yo Digo No Mas) | Time, PTA/Volunteers/Community Volunteers |

## End-of-the-Year Desired Outcomes

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

| | Survey Measure from **INVOLVED FAMILIES** in the 5Essentials Survey | 2022-2023 or 2021-2022 response | Desired response *(e.g. % agree or strongly agree)* |
|---|---|---|---|
| **Student Survey** | Question on Student Survey: What could we do as a school to make sure students come to school every day? | 76% of students who responded felt we could do more to motivate students to attend school. | Increase student attendance by an additional by 2% |
| **Staff Survey** | Under Involved Families measure, teachers responded to the following category:<br><br>Teachers and parents at this school think of each other as partners in educating children. | Only 18% of teachers strongly agreed. While 11% disagreed. | An increase of 3% in the strongly agree response to 21% |
| **Family Survey** | Under the Parent Connectedness measure, parents responded to the following: Comfortable sharing your concerns with the school leadership? | Only 27% of parents reported feeling somewhat comfortable | An increase of 3% in the 'To a great extent' and a decrease of 3% in the 'somewhat' comfortable category |

| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.<br>**Use a SMART Goal** |
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5-Essential Survey will reflect an increase in teacher/parent trust by 5%
Number of chronically absent students will decrease by an additional 2%

# COMMITMENT 4

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

## Our Commitment

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| **What is one commitment we will promote for 2023-24?** | |
| **Why are we making this commitment?** *Things to potentially take into consideration when crafting this response:* <ul><li>*How does this commitment fit into the school's vision? **(Envision Activity)***</li><li>*Why did this emerge as something to commit to? **(All Analyze Activities)***</li><li>*In what ways is this commitment influenced by the **Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?***</li><li>*How are you incorporating **equity** and **inclusion** into this commitment?*</li></ul> | |

## Key Strategies and Resources

| STRATEGY | TIMEFRAME | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|---|---|---|
| What strategies will we pursue as part of this commitment?<br><br>**Must include action steps and initiatives aligned to:**<br>**Goal II**: Professional Development and<br>**Goal III**: Data-Driven Culture in the YPS Strategic Plan. | | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
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## End-of-the-Year Desired Outcomes

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

| | Survey Measure | 2022-2023 or 2021-2022 response | Desired response (e.g. % agree or strongly agree) |
|---|---|---|---|
| **Student Survey** | | | |
| **Staff Survey** | | | |
| **Family Survey** | | | |

| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year. **Use a SMART goal** |
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# Our Team's Process

## Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf  This section outlines how we worked together to develop our plan.

## Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

| Name | Role |
|---|---|
| Lourdes Cruz | Administrator |
| Amy Alvarez | Administrator |
| Marisa Remeny | Teacher |
| Ashley Wright | Teacher |
| Christina Westphal | Teacher |
| Michelle Kornfeld | Teacher |
| Kimberly A. Fenty | Teacher – Reading |
| Harris Dollinger | Teacher - ENL |
| Kathy Carp | CSEA |
| **Linda Hack** | CSEA |
| **Darwin Torres** | PTA Parent |
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## Our Team's Steps

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

1. Envision: Exploring Our Vision, Values, and Aspirations
2. Analyze: Internal and External Data
3. Analyze: Survey Data
4. Analyze: Tenet 1 Systems and Structures Inventory
5. Equity Self-Reflection
6. Listen: Interviewing Students
7. Writing the Plan

## Meeting Dates

We completed the steps above across multiple meetings.  Below is a list of dates we met as a team and what occurred during those meetings.

| Meeting Date | Envision: Exploring Our Vision, Values, and Aspirations | Analyze: Internal and External Data | Analyze: Survey Data | Analyze: Tenet 1 Systems and Structures Inventory | Equity Self-Reflection | Listen: Interviewing Students | Writing the Plan |
|---|---|---|---|---|---|---|---|
| *Example: 4/6/23* | | | *x* | *x* | | | |
| 3/15/2023 | X | | | | | | |
| 3/31/2023 | | | | | X | | |
| 4/19/2023 | | X | | | | | |
| 5/3/2023 | | | X | X | | | |
| 5/8/2023 | | | | | | X | |
| 5/12/2023-5/25/2023 | | | | | | | X |
| | | | | | | | |
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# Learning As A Team

## Directions

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

### Student Interviews

| Describe how the Student Interview responses informed the team's plan |
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| Questions such as: "What ideas do you have for ways that teachers and staff can get feedback and build relationships with students?"; "What things have helped you become more engaged and interested in learning?"; "What advice would you give to teachers about making learning more interesting?"; and, "What things have you done in your classes that made learning exciting?" gave us insight into students' needs and wants. |

### Parent/Parent Figure Input

| Describe how Parent/Parent Figure input informed the team's plan |
|---|
| In the 2022 5-Essential Survey, parent responses indicate improvement is needed in order for parents to feel more connected, trusting and involved in the school.  Prompts/Questions included:<br>"Attend scheduled PTA meeting"; "Volunteer at the school"; "Comfortable sharing your concerns with the school leadership?" |

### Equity Self-Reflection

| Describe how the Equity Self-Reflection results informed the team's plan |
|---|
| There seems to be an underlying belief that engaging in single events such as: Multi-Cultural Dinner/Lunch, Black History Month activities, Hispanic Heritage Month activities are enough to create Culturally Responsive learning opportunities.  There needs to be daily integration of Culturally Responsive teaching into the curriculums.  Incorporating activities and learning opportunities that make learning relevant to students. |

# Next Steps

## Next Steps

1. **Submitting the Plan:**
   a. Completed plan to Professional Development Department attention: Beatriz Zuniga-Ventura by Friday, June 16, 2023
   b. The Professional Development Department will send copies to each PLC lead.
2. **Sharing the Plan:**
   a. After receiving approval from PLC lead, post on your school website
   b. Post in faculty lounge and main office
   c. Keep a copy on your desk
3. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school (Review during the Superintendent Conference Days in September)
   b. Monitor implementation closely and make adjustments as needed
   c. Ensure a current copy of the plan remains on the school website
   d. Ensure that there is professional development provided to support the strategic efforts described within this plan.