



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

| District | School Name | Grades Served |
|------------------------|-------------|---------------|
| Yonkers Public Schools | School 30 | PK-8 |

Collaboratively Developed By:

The School 30 SCEP Development Team:

- Michael J. Shapiro, Principal
- Lloyd Poholsky, Assistant Principal
- Afsaneh Parandian, Teacher
- Ilyssa Sherman, Teacher
- Michael Debiase, Teacher
- Meghan Mays, Teacher
- Heather Brennan, Parent
- Elena Mari, 8th Grade Student
- Layla Rabadi, 8th Grade student

And in partnership with the staff, students, and families of School 30.

COMMITMENT I

Our Commitment

What is one Commitment we will promote for 2024-25?

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?

The school is committed to identifying and addressing the barriers to regular attendance faced by our students

Chronic absenteeism undermines our mission to provide every student with a quality education and equitable opportunities for growth and achievement.

Through evidence-based conversations with faculty and staff members and members of the Shared Decision-Making Team, we identified that absences are correlated health-related issues, family needs during the month of December and January, and parent understanding the importance of consistently attending school in our early childhood program, specifically in Pre-Kindergarten and Kindergarten.

As of May 2024, 25.32% of our students are identified as chronically absent. The overall Year to Date attendance percentage is 92.92%. We will continue to examine best practices to decrease chronically absent students, as well as provide professional development to families.

Key Strategies

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

| KEY STRATEGY | HOW TO DOES THIS COMPARE TO EXISTING EFFORTS? | WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i> |
|--------------------------------------|---|--|
| Establish a 3 Tiers of Interventions | <input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Interventions are aimed and designed to encourage, remove, or provide intensive support to students and families. |
| Actionable Data Analysis | <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE | The school community will build awareness through educating parents about chronic absenteeism. Student |

Commitment 1

| | | |
|-----------------------|--|--|
| Instructional Program | <input type="checkbox"/> NEW | attendance will be tracked weekly, identifying students who were absent for 3 days for the prior week. |
| | <input checked="" type="checkbox"/> EXPAND | |
| | <input type="checkbox"/> REFINE | Continue to create a culture and approach that is centered on belonging and engagement. |

Implementation

| KEY STRATEGY 1 | | Establish a 3 Tier System of Interventions |
|---|--|---|
| IMPLEMENTATION | | When will this be in place? |
| What is our plan for implementing Key Strategy 1? What steps are involved? | | |
| Establish a 3 Tier system of Intervention: Tier 1 would focus on all students and families by promoting positive conditions for learning. Pro-active measures before it affects academic achievement. Tier 2 would focus on students who have been absent 10%-19% for early intervention. This would require personalized attention. Tier 3 for students who have been absent 20% or more days. This would require intensive support not just working with the school, but including outside agencies. (MBK Milestone #3) | | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| Provide enrichment activities that address the health and educational needs for individual students. Identify the specific reasons why a student is not attending school on a regular basis | | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| Pupil Support Team along with the classroom teacher create an action plan to assist students who are struggling academically. The Pupil Support Team, classroom teacher, family, and student will reflect on intervention strategies every 6 to 8 weeks | | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| Professional Development for all faculty and staff on building capacity, shared accountability, and establishing strategic partnerships to reduce chronic absence | | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| Coordinate with community agencies to support the individualized needs that prevent students from attending school | | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| RESOURCES | | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | | |
| Professional Development time allocated for pupil support and then classroom teachers | | |
| Using the school's Social Media platforms and website promoting awareness | | |
| Translators for non-English speaking families | | |

| KEY STRATEGY 2 | | Actionable Data Analysis |
|---|--|---|
| IMPLEMENTATION | | When will this be in place? |
| What is our plan for implementing Key Strategy 2? What steps are involved? | | |
| Using actionable data that builds awareness, track daily attendance, specifically for Tier 2 and Tier 3 students, reporting on the type of absences. Review and establish common language from district policy that is shared with all stakeholders | | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| Student attendance report of Consecutive Absences will be sent to the teachers every Monday from the prior week | | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| Pupil Support Team, teacher, administration, student, and family engage in comprehensive data analysis to identify and examine trends in attendance (MBK Milestone #3) | | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| Alternative to suspension strategies and methods to reduce suspensions and/or provide an alternative to suspension | | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| Pupil Support Team, teacher, and/or administration will contact the family regarding student absences that reach 10% | | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |

Commitment 1

RESOURCES

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

Use of Panorama Survey to identify student, staff, and parent areas of reflection

School Attendance Practices: Self-Assessment Tool

Hosting an Attendance Café with Parents and Faculty/Staff for late September early October

Using L2 Reports to monitor chronic absences by individuals and grade levels

KEY STRATEGY 3

Instructional Program

IMPLEMENTATION

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

When will this be in place?

Providing enriching and engaging instructional program. The focus on the instructional lesson facilitated by the classroom teacher. Focus on student engagement not just compliance.

X by EPM
☐ by MYB

The classroom teacher creating the conditions that reflect the students' diverse backgrounds

X by EPM
☐ by MYB

The classroom teacher, and as a school, create a multi-tier incentive system to reduce chronic absence. Connecting student achievement to student attendance

X by EPM
☐ by MYB

Implement a positive and supportive school-based Attendance Awareness program using incentives, rewards, and acknowledgments of students

☐ by EPM
X by MYB

☐ by EPM
☐ by MYB

RESOURCES

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

Students participate in attendance workshops facilitated by Pupil Support such as, Washing the Elephant activity

Coordinating the Student Council, PTA, and Community Leaders to establish a "Every Student Present" or "Count Me In" campaign to decrease chronic absences

Establish student Attendance Mentors to identified chronically absent students

KEY STRATEGY 4

Communication

When will this be in place?

Daily Blackboard Connected-Ed Messages communicated in multiple languages

X by EPM
☐ by MYB

Weekly attendance letters sent home

X by EPM
☐ by MYB

Monthly celebrations

☐ by EPM
X by MYB

Establish Student Ambassadors as mentors to assist with students who are identified as chronically absent

☐ by EPM
X by MYB

Provide ELL students and families with attendance form letters/communication in multiple languages

X by EPM
☐ by MYB

Provide new ELL students and families with school bus information in multiple languages

X by EPM

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) |
|-------------------------------|---|--|--|
| 3 Tier System of Intervention | Identify the number of students who are identified within the 3 Tiers | Decrease in the number of chronic absence students in Early Childhood grade levels due to professional develop and parent outreach Effectiveness of Professional Development workshops School-Based incentive programs/campaign such as Every Student Counts | Preventative measures being facilitated in classrooms. Pupil Support, teachers, and Administration consistent outreach |
| Actionable Data Analysis | L2 Reporting, Grade Level, & Individual Students | Identify specific patterns by grade level such as looking at specific months (November-January) and specific times of the year (Holiday Season Nov-Jan) | Decrease in the number of students being identified as chronic absences |
| Instructional Program | Classroom Observations | Student engagement during all instructional lessons. Classrooms reflect the diversity of the students | Lessons that promote student engagement that connect to their own lives |

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

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing (complete when reviewing mid-year data) |
|--|---------------------------------|--|---|
| | | | |

Commitment 1

| | | | |
|--------------------------------|--|---|--|
| Mid-Year Benchmark(s) | <p>L2 Reports, using monthly and grade level data</p> <p>Student IPR's and Report Cards</p> <p>Enterprise Reports from PowerSchool</p> | Decrease in the number of students who are chronic absence and identify trends within specific grade levels | |
| End-of-the Year Targets | Enterprise Reports from PowerSchool | <p>Increase in the percentage of students in PK attending school from 89.19% to 92%</p> <p>Increase in the percentage of students in Kindergarten attending school from 89.69% to 92%</p> <p>Increase the number of daily student attendance from 92.85% to 95%</p> | |

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 much does the behavior of other students hurt or help your learning? | 55% | 80% | |
| Staff Survey | On most days, how enthusiastic are the students about being at school? | 77% | 85% | |
| Family Survey | To what extent do you think that children enjoy going to your child's school? | 75% | 85% | |

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?

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?

The school is committed to teaching and learning that involves a dedication from classroom teachers and students to engage actively and collaboratively in the educational process

Professional development of faculty and staff will be student centered from classroom observations, New York State and Local assessments, and feedback from the Professional Development Committee

This commitment will lead to building-wide consistency as it relates to our instructional initiatives, such as using Accountable Talk, Actionable and Constructive Feedback, Critical Thinking, and creating the learning environment that reflects the student population in the classroom

Through district and school based professional development, we will enhance student achievement on local and state assessments.

Key Strategies

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

| KEY STRATEGY | HOW TO DOES THIS COMPARE TO EXISTING EFFORTS? | WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i> |
|--|---|---|
| Teachers will meet within their P.L.C. groups and, during 8:05 PD sessions use the educational resource, Cultures of Growth by Mary Murphy. Provide opportunities for students to learn from one another through school and district's Instructional Foci: Accountable Talk, Actionable, | <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | <p>This educational reading is a continuation of the faculty's study of using growth mindset to facilitate student centered instructional lessons.</p> <p>Cultures of Growth is a continuation that helps us examine our organizational mindset in depth through 5 key areas: Collaboration, Innovation, Risk-Taking, Integrity & Ethical Behavior, and Diversity, Equity, and Inclusion.</p> |

Commitment 2

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| Constructive Feedback, Critical Thinking, and Student Engagement | | Teachers will share best practices with one another by participating in a Monthly Sharing Table that reflects Accountable Talk, Actionable & Constructive Feedback, Critical Thinking, and classrooms that reflect the diverse population of their students. Teachers will prepare questions and conversation starter stems will be used by students to share their experiences through their culture and personal experiences. Students will engage in rigor and independent learning. Students will engage in critical conversations, connecting their personal and cultural perspectives to their peers |
| Inquiry-Based learning | <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Teachers will incorporate the 5 phases of inquiry instructional planning phases: Orientation, Conceptualization, Investigation, Conclusion, and Discussion |
| Project-Based Learning | <input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Students will examine cultural perspectives on how policies developed. Incorporates students designing, developing, and constructing hands-on solutions to real life problems. PBL aims to build students' creative capacity to work through challenging problems. |

Implementation

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| KEY STRATEGY 1 | Provide opportunities for students to learn from one another through Accountable Talk, Actionable and Constructive Feedback, Critical Thinking and Student Engagement (MBK Milestone #1) |
| IMPLEMENTATION | |
| What is our plan for implementing Key Strategy 1? What steps are involved? | |
| Teachers will work in their assigned P.L.C. groups to create instructional lessons to enhance student achievement | When will this be in place? <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| Teachers will incorporate strategies that will lead to opportunities for enhancing student engagement, such as but not limited to, Accountable Talk and Connections and Collaborations | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| Teachers will scaffold the resources used in prior years from Growth Mindset, Grit, and Limitless Mind that reflect instructional environment | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB |
| The diversity of student learning will be displayed on bulletin boards and exterior areas of the building | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| Teachers will use a variety of instructional strategies to enhance student participation, such as prompting discussion questions and Socratic Seminar | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| RESOURCES | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| Cultures of Growth by Mary Murphy will be provided to each classroom teacher | |
| Teachers will use resources and researched based strategies from Growth Mindset, Grit, and Limitless Minds. Teachers will incorporate the Blueprint for English Language Learners | |
| P.L.C. meetings will take place during 8:05 PD sessions on Wednesday mornings from 8:05am-8:55am | |

Commitment 2

| | | |
|---|--|-----------------------------|
| KEY STRATEGY 2 | The students will use the 5 E's of Inquiry-Based Learning to enhance student engagement (MBK Milestone #1 & #2) | |
| IMPLEMENTATION | | |
| What is our plan for implementing Key Strategy 2? What steps are involved? | | When will this be in place? |
| The teacher will implement the instructional model, from a student's point of view, that incorporates: engagement, explore, explain, elaborate, and evaluate | X | by EPM |
| | <input type="checkbox"/> | by MYB |
| The teacher will create the conditions and process of students working collaboratively to observe, investigate, analyze, and draw conclusions that is evidence based | <input type="checkbox"/> | by EPM |
| | X | by MYB |
| The teacher will have the students create their own critical thinking questions, research and investigate with supporting documentation, articulate their understanding, and make connections using prior knowledge | X | by EPM |
| | <input type="checkbox"/> | by MYB |
| The teacher will use prompts to guide the process and identify new ways to interpret new information. Students will continue to use and develop their written and verbal skills to share their findings | <input type="checkbox"/> | by EPM |
| | X | by MYB |
| The teacher will increase the opportunities for differentiated instruction by appealing to a diverse group of learners and styles | <input type="checkbox"/> | by EPM |
| | X | by MYB |
| The teacher will incorporate multicultural literature with digital and visual resources into the daily lessons and reference the Bilingual Progressions indicators for ELL's. The indicators provide focused literacy links to support the linguistic demands of the lesson | X | by EPM |
| RESOURCES | | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | | |
| Teachers sharing best practices during 8:05 PD sessions and inter-class visitations | | |
| District-approved digital platforms | | |

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| KEY STRATEGY 3 | Provide opportunities for students to share their learning experiences through project-based learning. (MBK Milestone #1 & #2) | |
| IMPLEMENTATION | | |
| What is our plan for implementing Key Strategy 3? What steps are involved? | | When will this be in place? |
| As part of the instructional lesson, teachers are providing opportunities of defining problems in the terms of the given constraints or challenges | X | by EPM |
| | <input type="checkbox"/> | by MYB |
| Teachers will create opportunities for students generating multiple ideas to solve a specific problem | X | by EPM |
| | <input type="checkbox"/> | by MYB |
| Students will use the 5 step PBL process: Project presentation & identification, individual/team research, design and development, evaluation, and project delivery to their peers | <input type="checkbox"/> | by EPM |
| | X | by MYB |
| Small group instruction, Literature Circles, Accountable Talk are learning examples used for Project-Based Learning presentations | X | by EPM |
| | <input type="checkbox"/> | by MYB |
| Project-Based Learning will be student driven using multifaceted assessments, structural connections and making real world connections | X | by EPM |
| | <input type="checkbox"/> | by MYB |
| RESOURCES | | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | | |
| Teachers sharing best practices using student samples and lesson planning strategies during 8:05 PD sessions and through the use of common planning time | | |
| Usage of varied ways of Project-Based Learning using digital platforms such as Common Lit, Discovery Education, and Nearpod | | |
| Administration and teachers provide additional coaching of the PD strategies that are learned at | | |

Commitment 2

school and district-based PD meetings. Provide regular and targeted opportunities to share during monthly "Sharing Table" of best practices

School administration regularly re-visit classrooms to ensure that teachers are using digital platforms and Actionable and Constructive Feedback when planning the delivery of instruction

KEY STRATEGY 4

Student Engagement (MBK Milestone #1 & #2)

IMPLEMENTATION

What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

Classroom teachers will incorporate student accountable talk that will incorporate the four levels of the Depth of Knowledge

☐ by EPM
X by MYB

Classroom teachers will use the digital platforms approved by the district as part of the instructional program

X by EPM
☐ by MYB

Classroom teachers will use visuals, manipulatives, and checks for understanding that promote student collaborations, discussions, and increase in student engagement

X by EPM
☐ by MYB

Classroom teachers will provide End of Lesson (Closing Activity) assessment to evaluate the students' level of understanding and comprehension

X by EPM
☐ by MYB

☐ by EPM
☐ by MYB

RESOURCES

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

Professional development on closing the lesson activities and using the digital platforms on Clever to engage students in their learning

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) |
|--------------|--|---|--|
|--------------|--|---|--|

Commitment 2

| | | | |
|---|--|---|--|
| Teacher Professional Development | <p>Sharing of best practices using the strategies from the 8:05 PD session</p> <p>Classroom observations</p> | <p>Increase in student engagement using accountable talk, actionable & constructive feedback, developing critical thinking/problem solving, and cultural response environments</p> <p>Teachers implementing strategies shared at the 8:05 PD session such as but not limited to: Diversity, Equity, and Inclusion, student collaboration, Innovation, and Growth Mindset</p> <p>Classroom environments that reflect the culture of the students</p> | <p>Classroom teachers will identify gaps in grade level curriculum that do not address multiple perspectives and cultures</p> |
| Inquiry Based Learning | <p>Authentic differentiation</p> <p>Building student creativity and autonomy</p> | <p>Classroom teachers, using data points from in class formative and summative assessments, NYS ELA/Math, MAP, i-Ready, NYSLESAT, Benchmark, and Data Mate, to create differentiated instructional lessons that meet the needs of individual students</p> <p>Classroom teachers will create the conditions that support student creativity and make connections to their own lives</p> | <p>Classroom teachers conduct their instructional lessons as facilitators</p> <p>Classroom teachers will use the data from local and/or state assessments to create flexible groupings</p> |
| Project Based Learning | <p>Student engagement</p> | <p>Students will examine cultural perspectives on how polices developed. Incorporates students designing, developing, and constructing hands-on solutions to real life problems. PBL aims to build students' creative capacity to work through challenging problems</p> | <p>Students using accountable talk and being challenged by developing critical thinking skills using real life problems</p> |

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

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

| | What data will we be reviewing? | What do we hope to see when we review that data? | What we ended up seeing (complete when reviewing mid-year data) |
|--|---------------------------------|--|---|
| | | | |

Commitment 2

| | | | |
|--------------------------------|--|--|--|
| Mid-Year Benchmark(s) | <p>Teacher observations, classroom visitations, and local and/or state assessments</p> <p>How classroom teachers are implementing professional development strategies learned from 8:05 School Based PD sessions and district facilitated PD</p> | <p>Increase in student engagement in which the classroom teachers create the conditions/culture and environment that uses accountable talk and classroom environments reflect the student population</p> <p>Compare Fall/Winter MAP assessment, i-Ready, and Benchmark</p> | Student driven activities that have students apply their knowledge to real-life problem-solving skills |
| End-of-the Year Targets | Professional Development Committee will create a PD survey | Classroom teachers share best practices with their colleagues. Instructional lessons that are interactive and increase proficiency on local and state assessments | |

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 | Overall, how much do you feel like you belong at your school? | 75% | 90% | |
| Staff Survey | When new initiatives to improve teaching are presented at your school, how supportive are your colleagues? | 87% | 95% | |
| Family Survey | How well do the administrators at your child's school create a school environment that helps children learn? | 70% | 85% | |

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?

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 the end of the 2024 – 2025 academic year, School 30 will develop a data-driven culture among school leaders and teachers that utilizes student needs, assessments, and analysis to inform strategic planning, resulting in improved student achievement outcomes. Teachers will utilize a variety of data sources, including i-Ready, NYS ELA/Math Assessment, Benchmarks, DataMate, and M. A. P. to drive instruction and foster student participation in their own learning progress.

We chose this commitment because there is an ongoing need to create an educational environment that supports the needs of both students and teachers in order to decrease the achievement gap and ensure academic success for all students. By developing a data driven culture among all stakeholders, we will become empowered with the necessary tools and information to make informed decisions that address the unique needs of each student.

A data-driven culture supports teachers in their professional growth and instructional practices. By utilizing a variety of sources, including i-Ready, Benchmarks, NYS ELA/Math Assessment, DataMate, and M. A. P., teachers gain a comprehensive understanding of their students' academic progress and areas that require additional support. This data empowers teachers to make data – informed decisions when planning lessons, differentiating instruction, and providing targeted interventions. It also allows them to assess the effectiveness of their teaching strategies and make necessary adjustments to improve student learning outcomes

This commitment comes as a result of the data analysis from previous years' NYSED assessments. These assessments showed that during pre-COVID years students were at 33.4% in ELA and 33.1% in Math. Post-COVID scores show an influx of data as ELA rose to 53.4% and Math jumped to 47.1% in 2023. We are committed to improving academic outcomes for all of our students at School 30. We will continue to examine best practices to increase proficiency levels and to support their ability to problem solve and to be critical thinkers. Our focus on data driven instructional planning is to effectively close the achievement gap. This will enable us to identify trends, patterns, and disparities in student performance.

Key Strategies

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

| KEY STRATEGY | HOW TO DOES THIS COMPARE TO EXISTING EFFORTS? | WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i> |
|------------------------|---|--|
| Personalized Learning | <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Tailoring instruction through differentiation to meet the individual needs of each student. Using district approved digital platforms on Clever to provide customized learning |
| Active Learning | <input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Engaging students through activities such as but not limited to, Accountable Talk, Literature Circles, and Project-Based Learning that create the conditions that require students to use their critical-thinking skills to problem solve. The focus is to have students deepen their understanding and apply the content learned to other instructional areas |
| Collaborative Learning | <input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Students are engaged in activities in which they learn through a peer to peer and/or in groups that translate to the enhancement of comprehension. Students will become classroom "Experts" to assist their peers and have a deeper and comprehensive understanding. Students will have an environment in which they will hear and learn from different perspectives |

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

Implementation

KEY STRATEGY 1

Personalized Learning (MBK Milestone #2)

IMPLEMENTATION

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

When will this be in place?

Commitment 3

| | |
|---|---|
| Teachers will create Student Learning Plans. The profile will include student goals for the Fall, Winter and Spring. Students will use data from NYS ELA/Math, MAP, i-Ready, Benchmark, and NYSELAT to create their academic goals. Within this student profile classroom teachers will provide actionable and constructive feedback that identifies their strengths, interests, weaknesses, and learning styles. Teachers will instill ownership of learning by empowering them to be able to: 1) explicitly discuss their learning goals; 2) identify the progress they need to make; and 3) commit to core instructional practices that they need to adapt to accelerate learning outcomes | <input type="checkbox"/> by EPM X by MYB |
| Teachers will use differentiated instruction to create instructional lessons that meet the needs of individual students. Furthermore, it will allow time for students to reach mastery levels at time using different instructional modalities. Teachers will monitor students' progress in all grades through a combination of formative and summative assessments | X by EPM <input type="checkbox"/> by MYB |
| Teachers will use district approved digital-platforms from Clever to enhance the learning experience. Instructional lessons, such as IXL, will create individualized learning plans. The lessons will be adjusted based on the data from local, curriculum, and in-class assessments. Teachers will incorporate the digital platforms as part of the instructional program | X by EPM <input type="checkbox"/> by MYB |
| Students will use Accountable Talk and Collaborative Learning to enhance engagement. The focus would be engagement not just compliance | X by EPM <input type="checkbox"/> by MYB |
| Teachers will collect and use data in their classrooms to drive instruction, which will result in greater student achievement outcomes. The administration along with classroom teachers will identify Level 1, 2, 3, and 4 students using the L2 Reports from the NYS ELA and Math Assessment | X by EPM <input type="checkbox"/> by MYB |

RESOURCES

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

Teacher Professional Development

Schedule core academic subjects in 60 to 90 minute sections

KEY STRATEGY 2

Active Learning (MBK Milestone #2)

IMPLEMENTATION

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

When will this be in place?

| | |
|--|---|
| Problem-Based Learning in which students are presented with a real-life situation that needs to be solved and applies their prior knowledge. Students will be divided into small groups to investigate, analyze, and create solutions. The classroom teacher role is the facilitator | <input type="checkbox"/> by EPM X by MYB |
| Peer Teaching in which students are trained as "Experts" to assist their peers. This will allow the expert(s) and other students to collaborate and reinforce learning through different modalities | <input type="checkbox"/> by EPM X by MYB |
| Active Learning Stations that will enhance student engagement through the use of centers. Each center will have a different activity connected to lesson objective and desired outcomes | <input type="checkbox"/> by EPM X by MYB |
| Teachers will use Socratic Seminars to engage students to use their prior knowledge to develop critical thinking skills and allow students to dig deeper in their understanding of the content | <input type="checkbox"/> by EPM X by MYB |
| Teachers will focus on differentiated instructional strategies and the use of data collection from formative/summative assessments to create flexible groupings, skill development, and progress monitoring | X by EPM <input type="checkbox"/> by MYB |
| Teachers collaborate with the ENL teacher to review the student data from the NYSELAT. Teachers will use the Targets of Measurement as part of the instructional support when using the data to drive instruction. The key components of literacy: Reading, Writing, Listening, and Speaking | X by EPM <input type="checkbox"/> by MYB |

Commitment 3

RESOURCES

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

Professional Development on how to create Active Learning Stations and Socratic Seminars

Provide opportunities for inter-class visitations of best practices

Provide common planning time for grade level teams to meet and plan

KEY STRATEGY 3

Collaborative Learning (MBK Milestone #2)

IMPLEMENTATION

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

When will this be in place?

Teachers will create the conditions of establishing structured learning groups. The group work will have specific goals and outcomes. Teachers will use Literature Circle Group strategies to facilitate student roles and expectations

☒ by EPM
☐ by MYB

Teachers will use interdisciplinary approaches to engage students. This approach will help students comprehend content from multiple subject areas

☒ by EPM
☐ by MYB

Teachers will engage the students by establishing conditions for diverse perspectives, self-assessment, and reflective group practices. This will allow students to dig deeper to develop their problem-solving skills

☒ by EPM
☐ by MYB

Teachers will use Actionable and Constructive Feedback to provide ongoing support by helping individual students

☒ by EPM
☐ by MYB

Teachers will use Accountable Talk to equip students with the skills to manage student generated dialog to enhance participation and understanding

☒ by EPM
☐ by MYB

RESOURCES

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

Sharing of best practices during 8:05 Professional Development sessions

Scheduling of inter-class visitations that model each of the strategies

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) |
|------------------------|--|--|--|
| Collaborative Learning | Classroom observations, student survey, student disciplinary and special education referrals | <p>Decrease in student disciplinary referrals and students who will be referred to special education</p> <p>Classroom teachers using strategies to enhance student engagement through classroom observations</p> <p>IPR reports and Report Cards</p> <p>Student Survey and grade level planning</p> | |
| Active Learning | NYS State ELA/Math Assessment, MAP, i-Ready, Data Mate, and Benchmark | <p>Teachers using district approved digital platforms to prepare students for NYS Assessments</p> <p>Teachers creating the conditions for consistent use of Accountable Talk and collaborative learning</p> <p>Teachers creating lessons with a focus on individual students by identifying "Moveable" students. Teachers will collect and use data from formative and summative assessments to establish student academic goals</p> | |

Commitment 3

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|-----------------------|---|--|--|
| Personalized Learning | Teachers creating the conditions of establishing structured learning groups | <p>Teachers creating differentiated learning opportunities</p> <p>Teachers creating lessons that connect to the lives of their students</p> <p>Teachers will use Actionable and Constructive Feedback to establish student goals</p> | |
|-----------------------|---|--|--|

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) | <p>Teacher observations, Fall Winter Map Assessment, i-Ready, Benchmark, DataMate, and IPR's/Report Cards</p> <p>Student Survey</p> <p>Classroom environments that reflect the student population</p> | <p>Increase in lessons that enhance student engagement not just compliance</p> <p>Lessons are connected to the diverse needs of the individual students in the classroom</p> <p>ENL and Title 1 Reading teacher coordinating with the classroom teacher to create student learning goals, objectives, and expected outcomes</p> <p>After administering the Fall and Winter MAP the Fall and Winter Assessment we hope to see an 5% increase in proficiency levels (61st > 80th percentiles)</p> | |

Commitment 3

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|--------------------------------|--|---|--|
| End-of-the Year Targets | Teacher observations, Fall, and Spring Map Assessments, IPR's/Report Cards | <p>Student goals are reflective of student outcomes. Increase in MAP scores comparing Fall to Spring in ELA and Math by 10% increase in proficiency levels (61st > 80th percentiles)</p> <p>Student activities that reflect the individual needs inside and outside of the classroom</p> | |
| | Student Survey | <p>Students outcomes on the NYS ELA and Math 3-8 Assessment would have an increase of Level 4 students by 5% and Level 3 by 10%. Decrease of Level 2 by 10% and Level 1 by 5%</p> | |

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 | When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer? | 53% | 75% | |
| Staff Survey | How much trust exists between school leaders and faculty? | 93% | 99% | |
| Family Survey | How fair or unfair is the school's system of evaluating children? | 70% | 80% | |

COMMITMENT 4

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

Our Commitment

What is one Commitment we will promote for 2024-25?

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?*

The school is committed to recognizing and showcasing the diverse cultures and backgrounds of our students. In addition, we want to provide opportunities for students to become active and productive citizens within their own communities.

This commitment fits the vision of creating the conditions for exploration of career and college readiness opportunities. Students will be exposed to not only post-secondary opportunities, but also in areas, but not limited to, hospitality, retail, and food industries

This commitment is related to student engagement and making personal connections to their own lives. Students will be active participants in learning about future opportunities. This strategy will bridge gaps in educational achievement for all students. The goal is creating conditions that will meet the demands of future employers and careers

By recognizing and showcasing the diverse cultures of our learning community, students will be able learn from one another and explore stereotypes that impact student growth inside and outside of school

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

Commitment 4

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| Collaborating with community members, such as, but not limited to Sarah Lawrence College, Cross County businesses, and local entities | <input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE | Engaging with community organizations, nearby businesses, and service providers forms a robust support network for our school. We aim to investigate potential partnerships with community centers, libraries, museums, and nonprofits that align with School 30's educational goals. These collaborations can present students with diverse learning experiences like mentorship programs, internships, workshops, guest lectures, and access to specialized resources. By nurturing these partnerships, we enhance our students' educational journey and forge stronger bonds with the community. Our school has hosted professionals from various fields such as scientists, athletes, musicians, authors, firefighters, police officers, and dentists, who have shared their expertise with our students |
| Staff will create and distribute a form that will list the involvement of others in the community | <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE | Involved stakeholders will design a form and establish a database to maintain records of all contributors and community members |
| Diverse Cultures of the Students and School Community | <input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE | ELL students will create a Multicultural Student Committee, highlighting the diverse contributions that students make to our school community. Students would plan multicultural events in each grade level |

Implementation

| KEY STRATEGY 1 Sharing Cultural Experiences | |
|--|---|
| IMPLEMENTATION | |
| What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Creating the survey (including questions that explore various aspects of cultural identity such as: Language: Ask about languages spoken at home. Traditions and Celebrations: Inquire about cultural celebrations, holidays, and traditions. Food and Cuisine: Learn about favorite dishes and culinary traditions. Family History: Ask about family origins, migration stories, and historical context. Art and Music: Explore artistic expressions and musical preferences. Spiritual Practices: Respectfully inquire about religious beliefs and practices. Clothing and Attire: Understand traditional clothing or attire. Interactions with Other Cultures: Ask about cross-cultural experiences | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| Sending home the survey or making available online Format and Distribution: The survey may be paper-based, online, or a combination. The survey will be distributed through school newsletters, email, or during parent-teacher conferences. Also, translations will be available for non-English-speaking families | <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB |
| Compiling information (Analysis and Action) | <input type="checkbox"/> by EPM |

Commitment 4

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| Collect and analyze the survey data. Use the insights to: 1. Plan culturally inclusive events. 2. Create curriculum content that reflects diverse perspectives. 3. Foster an understanding and empathy among students. | X by MYB |
| Ensuring classroom and school libraries reflect the cultures gathered from the data | <input type="checkbox"/> by EPM X by MYB |
| | <input type="checkbox"/> by EPM <input type="checkbox"/> by MYB |

RESOURCES

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

Professional Development time allocated for pupil surveys and classroom organization of cultural items and books reflective of the student/school population.

Teachers creating the conditions to Project Based Learning and/or Inquiry-based learning

Use of district approved digital platforms from Clever

Using school's Social Media platforms and website promoting awareness of cultures

KEY STRATEGY 2

Collaboration with Community Based Organizations

IMPLEMENTATION

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

When will this be in place?

Partnering with libraries, community-based organizations and local businesses to incorporate the Basic Principles into the Yonkers community (MBK Milestone 1)

☐ by EPM
X by MYB

Professional Development time allocated for pupil surveys and classroom organization of cultural items and books reflective of the student population.

School's Social Media platforms and website promoting awareness of cultures and activities

☐ by EPM
X by MYB

Needs Assessment: Begin by conducting a comprehensive needs assessment to identify areas where collaboration with community-based organizations can enhance educational outcomes. This assessment should involve input from school staff, students, families, and community members to understand the specific needs and priorities of the school community.

X by EPM
☐ by MYB

Identifying Potential Partners: Research and identify potential community-based organizations that align with the identified needs and objectives of the school. Consider organizations that offer relevant programs, services, or resources that could benefit students and enhance the school's educational offerings

☐ by EPM
X by MYB

Establishing Partnerships: Once potential partners have been identified and initial discussions have taken place, formalize partnerships through written agreements or memorandums of understanding (MOUs). Clearly outline the roles, responsibilities, expectations, and objectives of each party involved in the collaboration.

☐ by EPM
X by MYB

Resource Sharing: Explore opportunities for resource sharing between the school and community-based organizations. This could include sharing facilities, equipment, expertise, or funding to support collaborative projects and activities

☐ by EPM
X by MYB

RESOURCES

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

Scheduling the visits or collaborations between classes and businesses or individuals.

Creating a needs assessment form to identify specific areas

Commitment 4

| KEY STRATEGY 3 | Incorporating Social/Emotional/cultural training | |
|--|---|-----------------------------|
| IMPLEMENTATION | | |
| What is our plan for implementing Key Strategy 3? What steps are involved? | | When will this be in place? |
| Begin by conducting a comprehensive needs assessment to identify the specific social, emotional, and cultural needs of students, staff, and the school community. Use this information to set clear and measurable goals for integrating social, emotional, and cultural aspects into educational practices | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB | |
| Collaborate with educators, counselors, and experts in social-emotional learning (SEL) and cultural competency to develop a comprehensive curriculum that addresses key social, emotional, and cultural competencies. This curriculum should be aligned with academic standards and tailored to the unique needs and demographics of the school community | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB | |
| Provide ongoing professional development opportunities for educators and staff to enhance their understanding of social, emotional, and cultural competencies and strengthen their ability to integrate these concepts into their teaching practices. This may include workshops, seminars, peer learning communities, and coaching sessions. Use of Growth Mindset, culturally responsive learning and restorative circles will be beneficial as well | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB | |
| Engage families and community members in the social, emotional, and cultural learning process by providing resources, workshops, and events that promote family-school partnerships and community involvement. Encourage families to reinforce SEL and cultural competency concepts at home and participate in school-based activities that promote cross-cultural understanding and collaboration | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB | |
| Integrate culturally responsive teaching practices into classroom instruction to ensure that curriculum content and instructional strategies are relevant and meaningful to students from diverse cultural backgrounds. Provide educators with training and support to effectively incorporate cultural perspectives and experiences into their teaching practices | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB | |
| RESOURCES | | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | | |
| Collaboration with social worker, guidance counselor and other pupil support to work with classrooms to encourage this strategy. Ongoing professional development opportunities. Also, showcasing student work, hosting events, and acknowledging the contributions of educators, staff, families, and community partners who have contributed to the success of social, emotional, and cultural training initiatives | | |

| KEY STRATEGY 4 | Communication | |
|--|---|-----------------------------|
| IMPLEMENTATION | | |
| What is our plan for implementing Key Strategy 4? What steps are involved? | | When will this be in place? |
| Clearly define the objectives of the communication strategy, including the goal of incorporating culture into the school. Determine what specific cultural aspects or practices will be emphasized and why they are important for the school community. Using monthly Blackboard Connected-Ed Messages in multiple languages to families about the events or cultures being highlighted will continue to be utilized | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB | |
| Develop key messages that effectively communicate the importance of incorporating culture into the school environment. Highlight the benefits of cultural diversity, inclusivity, and cultural | <input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB | |

Commitment 4

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|--|---|
| competence for student learning, community engagement, and overall school climate. Establish Student Ambassadors from each class or grade level to assist with sharing information about the cultures identified | |
| Determine the most effective communication channels for reaching the target audience. This may include a combination of traditional channels such as newsletters, flyers, and mailings, as well as digital channels such as email, social media, the school website, and mobile apps. | <input type="checkbox"/> by EPM X by MYB |
| Engage stakeholders in the communication process by soliciting feedback, input, and ideas for incorporating culture into the school environment. Encourage open dialogue and collaboration among students, parents, educators, staff, and community members to ensure that diverse perspectives are heard and valued | X by EPM <input type="checkbox"/> by MYB |
| Regularly evaluate the effectiveness of the communication strategy in achieving its objectives. Collect feedback from stakeholders, track engagement metrics, and assess the impact of communication efforts on school culture and climate. Use this information to adjust and make improvements upon the communication strategy as needed | X by EPM <input type="checkbox"/> by MYB |
| Incorporate "Spirit Weeks" with a focus on culture, such as, but not limited to, Flag Day, Map Day, Food Day, Music Day, and Art Day | X by EPM <input type="checkbox"/> by MYB |
| RESOURCES | |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? | |
| Identify the target audience for the communication strategy, including students, parents, educators, staff, and community members. Consider the diverse backgrounds and perspectives within the school community and tailor communication efforts accordingly. Principal will make connect-ed phone calls and teachers will help to select student ambassadors from each grade level or class to share information about cultures. | |

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) |
|--|---|--|--|
| Creating a family survey highlighting the backgrounds and cultures of our students | Identify the number of students who are identified within each cultural group | Creating a chart of where our students' families are from and what continents or cultures are represented. A World Map hung in main hallway may be a nice way to highlight the various countries our school population are from). | |

Commitment 4

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|---|---|---|--|
| Collaboration with Community-Based Organizations | Outreach to various businesses and organizations | Some new and recurring involvement with local organizations for our students | |
| Classroom Observations | Student engagement during all instructional lessons | Classrooms reflect the diversity of the students. Lessons that promote student engagement that connect to their own lives and backgrounds | |

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) | Assess Progress: Evaluate how well your strategies are working. Are communication channels effective? Is cultural awareness increasing? Feedback Loop: Gather feedback from stakeholders—students, parents, and staff. Use this input to adjust your approach | We hope to see that a variety of cultures are being highlighted. We hope to see an increase in the collaboration between the community and school. We hope to see cultural awareness increasing and resources growing in terms of relevance to our student population. | |

Commitment 4

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|--------------------------------|---|--|--|
| End-of-the Year Targets | Celebrate Achievements: Recognize milestones and celebrate achievements related to communication and cultural understanding | <p>A survey will be given at the end of the school year to assess whether the students, staff and the community see a difference.</p> <p>A Cultural Fair will be held to highlight the projects and collaborations that have occurred all year long.</p> | |
|--------------------------------|---|--|--|

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 fair or unfair are the rules for the students at this school? | 67% | 80% | |
| Staff Survey | Overall, how positive is the working environment at your school? | 87% | 90% | |
| Family Survey | How much does the school value the diversity of children's backgrounds? | 87% | 100% | |