



# School Comprehensive Education Plan 2022-23

| District                     | School Name      | Grades Served |
|------------------------------|------------------|---------------|
| Yonkers City School District | Robert C. Dodson | PreK - 8      |

**Collaboratively Developed By:**

**The Robert C. Dodson SCEP Development Team**  
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*And in partnership with the staff, students, and families of Robert C. Dodson*

## 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 Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then 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 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

### 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.

## COMMITMENT I

### Our Commitment

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| <p><b>What is one commitment we will promote for 2022-23?</b></p>  | <p>We commit to strengthening and increasing parent involvement in our school.</p>   |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>We believe that parent involvement is key to student success. At Dodson, a majority of our students are bused from the other side of Yonkers, which sometimes creates a disconnect between students' own communities and their school community. The physical distance also makes it difficult for parents to be as involved in the school as they may want to be and as involved as we need them to be.</p> <p>Due to COVID restrictions, schools had to stop, and now limit, parents from coming in to schools, which decreased our parent involvement to levels even lower than pre-COVID school years. As we move back to a sense of normalcy, parents are permitted to come back into the school and we would like to maximize the opportunities for them to visit. This year, we invited parents to events such as Open House, Parent Teacher Conferences, Honor Roll breakfasts and the Spring concert and the response was extremely positive. This commitment evolved from our hope to keep this momentum going into the next school year.</p> <p>In interviews, students shared that their parents have trust in the school and are willing to share their views and have input. Most students shared that their parents were not unwilling to come in to school, but simply could not make it in for various reasons. According to the "How Learning Happens" document, relationships are a key element of creating positive learning environments. This extends beyond just children and staff; building relationships with parents is equally important.</p> <p>It is our hope that pursuing this commitment will help our teachers and staff build strong and long-lasting relationships with families and increase their commitment to us as a school community.</p> |

## Key Strategies and Resources

| STRATEGY   | METHODS  | GAUGING SUCCESS   | RESOURCES  |
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| What strategies will we pursue as part of this commitment? | 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?   |
| <b>Family Friday</b>                                       | On 4 Friday's throughout the 2022-23 school year, parents will be invited to spend 30 minutes of the morning in their child's classroom. Teachers will engage students and their parents in an activity related to a project or theme of choice. | <p>Quantitative data, specifically the number of parents from each grade and class, can be gathered and used to assess the impact of this strategy. If parents are coming in to the school, we will know that this strategy has been successful.</p> <p>A survey will be given to parents at the conclusion of each Family Friday session in order to get feedback about parents' experience in their child's classroom. This feedback can be used to plan for and make adjustments to future sessions.</p> | <p><i>Schedule</i> – Dates will need to be chosen and shared with teachers and parents for Family Friday.</p> <p><i>Individuals/Teams</i> – Administration and school security will need to have a plan in place for parent entry into the building.</p> <p>Grade level teams will need to meet to plan for activities to do with parents.</p> |
| <b>Family Closet</b>                                       | The school's Family Engagement Committee will work throughout the year to maintain the school's Family Closet by asking for clothing donations and organizing those donations. Parents will be invited on Fridays throughout the year to         | Quantitative data will be collected by keeping track of how many families visit the closet. A representative from the Family Engagement Committee will be in charge of giving parents access to the closet and will have a log sheet to keep track of how many  | <i>Family Engagement Committee</i> – staff will establish roles within the committee and be given time to work in the closet. Staff working directly with parents for visiting purposes will   |

Commitment 1

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|  | <p>visit the closet and during school events as needed.</p>  | <p>families are visiting the closet. Families in need will also be given a form to fill out with any specific needs for clothing (gender, size, seasonal, etc.)</p>                                       | <p>need to be released of their duties on Friday mornings.</p> <p><i>Space</i> – Family Closet area has been established as the room next to the cafeteria. It will remain in that room.</p> <p><i>Money</i> – Family Engagement Committee will plan fundraisers throughout the year to enhance the room. Parents can also leave donations.</p> |
| <p><b>Parent Teacher Association</b></p> | <p>Establishment of a Parent Teacher Association with active members. A PTA president will be chosen by the principal in September 2022 and additional members will be recruited early in the school year.</p> | <p>Quantitative data, such as PTA enrollment and participation will be recorded.</p> <p>Feedback from parents should also be gathered throughout the school year to ensure that the PTA is effective.</p> | <p><i>PTA President</i> – A president for our PTA must be chosen. They will play a major part in organizing events for families.</p> <p><i>PTA members</i> – Parents and staff will need to be recruited to participate on the PTA</p> <p><i>Member Meetings</i> – PTA members will need a time and place to meet regularly. Topics for PTA</p> |

Commitment 1

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|                                |  |  | <p>meetings should be planned for between the PTA President and administration.</p> <p><i>Money</i> – PTA will plan for fundraisers. Funds can be used for any planned school activities.</p> <p><i>Activities</i> – A calendar of parent or school activities should be developed.</p>  |
| <p><b>Parent Workshops</b></p> | <p>Parents will be invited to attend workshops during Parent Teacher Conferences and Open House events. Workshop topics will include Title I and Title III information and support. Feedback from parents will be used to create other workshops to support their needs.</p> | <p>Parent interest and involvement in workshops.</p> | <p><i>Staff</i> – ENL teachers and Title I Reading teacher will collaborate to develop workshops for parents.</p> <p>The PTA, in collaboration with teachers and staff, will develop workshops for parents. They may also look to the community to bring in workshops/resources for parents.</p> <p><i>Money</i> – Funds will be secured, through fundraisers or other methods, to provide</p> |

Commitment 1

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|  |  |  | <p>snacks and beverages. Additional funds may be needed if outside agencies are to be considered for workshops</p>  |
| <p><b>School Activities, Shows, and Celebrations</b></p> | <p>Hosting school activities during which parents can be invited to watch and/or participate.</p> <p>Activities will include:<br/>           Music – Holiday Concert, Spring Concert, Band Concert</p> <p>Art – Art Exhibitions</p> <p>Physical Education – Field Day, Intramural sports</p> <p>Math Department – Family Math Day, 100<sup>th</sup> day of school family celebration</p> <p>Mother’s Day Breakfast, Father’s Day Breakfast, Talent show, Cultural Celebrations, Moving-up Ceremony</p> | <p>Quantitative data will be collected on the number of parents that participate in each event.</p> <p>At the end of the year, a survey will be made available to parents in order for us to gather information about how many events parents were invited to, how many they were able to attend, and an overall rating of each event.</p> | <p><i>Schedule</i> – A tentative schedule of events will be created in the beginning of the 2022-23 school year.</p> <p><i>Staff</i> - Teachers of listed subject areas will be informed of the expectations and will be given time to prepare for these events.</p> <p><i>Money</i> – Funds will need to be secured to decorate for and host these events.</p> <p><i>Space</i> – The auditorium, cafeteria, gym, and field are large spaces that may be used for these events.</p> |

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

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

|                       | Survey Question(s) or Statement(s)   | Desired response<br>(e.g. % agree or strongly agree) |
|-----------------------|--|--|
| <b>Student Survey</b> | My parents show they are proud of me (Previous year 44% All of the time)   | 60% for all  |
|                       | My parents listen to me when I need to talk (Previous year 43% All of the time)  |  |
| <b>Staff Survey</b>   | Teachers feel good about parents’ support for their work. (Previous year 25%)  | 50% for all  |
|                       | Parents volunteered time to support the school/center (e.g. volunteer in classrooms, help with school/center-wide events, etc.) (Previous year 0%) |  |
|                       | Parents do their best to help their children learn (Previous year 32%)   |  |
| <b>Family Survey</b>  | Attended schedules school events/performances (Previous year 42%)  | 60% for all  |
|                       | School staff invite you to school events (Previous year 51%)   |  |
|                       | Attend scheduled Parent-Teacher Conferences (Previous year 36% Always)   |  |



Commitment 1

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Achievement of the “strong” level of performance in the Involved Families category on the 5Essentials survey at the end of the 2022-23 school year.

## COMMITMENT 2

### Our Commitment

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| <p><b>What is one commitment we will promote for 2022-23?</b></p>  | <p>We commit to improving student engagement by implementing projects in science and social studies learning.</p>   |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>We believe as a school that students should find enjoyment in learning that is interesting and relevant to their lives. In interviews with students from a variety of grade levels, a common theme was that students' favorite learning experiences involved hands-on experiences. We therefore believe that incorporating more opportunities for projects will help students be more engaged in their learning</p> <p>According to "How Learning Happens," two elements that are essential in creating positive learning environments and experiences are "Meaningful Learning" and "Agency." This commitment provides opportunities for both. Students will engage in learning that is meaningful to them, as there will be opportunities for choice based on personal interests. Additionally, projects lend themselves to flexibility. Students will have the power to "drive and shape their own learning," making decisions about how to complete and/or present their projects.</p> <p>This commitment will also create opportunities for parents to be involved and engaged in their child's learning, supporting Commitment 1. Our hope is that parents will be able to see the process, finished products, and/or presentations during their visits to the school.</p> |

## Key Strategies and Resources

| STRATEGY   | METHODS  | GAUGING SUCCESS   | RESOURCES   |
|--|--|---|---|
| What strategies will we pursue as part of this commitment? | 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?  |
| <b>Grade-level collaboration</b>                           | <p>Teachers will begin working together in September 2022 to plan for four, science or social studies-related projects. One congruence a month will be dedicated to collaboration about projects.</p> <p>During planning time, teachers should select a grade-appropriate topic, develop a timeline for the project, and create a rubric which will be used to assess students or for student self-assessment.</p> | <p>Administration will monitor teacher’s contributions to planning projects during monthly congruence meeting. Planning will be documented on the congruence notetaking sheet.</p> <p>Student work and presentations of projects will also serve as evidence of the success of this strategy.</p> | <p>Schedule – In September, Professional Development time must be used to introduce the commitment and explain how and when teachers will plan. Time will also be given during this time for teachers to plan. Monthly congruence meetings will be set in the schedule, allowing teachers time to plan for current and future projects.</p> |
| <b>Administration Monitoring</b>                           | Administration will monitor, by grade levels, that teachers are working on a project during each established quarter. Classroom visits, observations, and  | This strategy will inform administration about which teachers and/or grade levels are implementing the plan and who may need  | Time – Administration will need to plan for time to visit teachers according to their   |

Commitment 2

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|                                       | <p>congruence meetings can be used to monitor class progress on projects.</p>   | <p>additional support. Administration will also be able to provide feedback to teachers and grade-level teams.</p>                                     | <p>scheduled times for working on the project.</p> <p><i>Individuals</i> – Each administrator will be responsible for their grade bands (PreK – 2, 3-5, 6-8)</p>   |
| <p><b>Displaying student work</b></p> | <p>Teachers will submit projects quarterly to be displayed around the school.</p> <p>Depending on the type of project, spaces to display work may include display cases on each floor, bulletin board space, or created spaces.</p> | <p>Student projects and their display/presentation on a quarterly basis will serve as evidence that we are successfully working on our commitment.</p> | <p><i>Space</i> – spaces will need to be available for student work. Space to be used to display work may include classrooms, bulletin boards, display cases in the hallways, table setups, auditorium, etc.</p> <p><i>Individuals</i> – Classroom teachers, with the support of aides, will need to plan for displays.</p> <p><i>Time</i> - teachers will need to plan for time</p> |
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|                                       |   |  |  |

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

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

|                       | Survey Question(s) or Statement(s)   | Desired response<br>(e.g. % agree or strongly agree) |
|-----------------------|--|--|
| <b>Student Survey</b> | I usually look forward to this class (Previous year - 81%)   | 90% for all  |
|                       | Sometimes I get so interested in my work I don't want to stop (Previous year - 75%)                    |  |
| <b>Staff Survey</b>   | Students actively participate in class activities (79%)  | 90%  |
|                       | Teachers have conversations with colleagues about the development of new curriculum (11% almost daily) | 35% almost daily                                     |
|                       | Teachers are willing to take risks to make the school better (21% most)                                | 35% most   |
| <b>Family Survey</b>  | Teachers let me know what my child is working on in class (28% Once a week or more)                    | 50% Once a week or more                              |

Commitment 2

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Results of the 5Essentials survey will demonstrate an overall increase in positive (Agree or Strongly Agree) responses to any questions related to school community and classroom environment.

Positive teacher feedback about student engagement in projects.

## COMMITMENT 3

### Our Commitment

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| <p><b>What is one commitment we will promote for 2022-23?</b></p>  | <p>We commit to incorporating meaningful teaching techniques to improve writing for multilingual learners.</p>  |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>As a bilingual school made up of about 85% percent English Language Learners, we feel that it is important to dedicate a commitment to the success of our unique population of students. The goal of our Transitional Bilingual program is for students to become proficient in the English language, and writing is a key component in attaining that goal.</p> <p>NYSESLAT data over the years shows that our students score significantly lower in the area of writing as compared to the other language modalities. Students often become Long-term English Learners because they lack proficiency in one or two modalities, with writing almost always being one of them. Improvements in teaching writing to our multilingual learners, and to students in general, will help our students attain English proficiency at a faster rate and prepare our students for high school and college.</p> <p>Feedback from our transitional bilingual classroom teachers mirrors the data. Teachers have noticed that students, including those from our monolingual classes, lack essential writing skills. With this commitment, we plan to improve writing instruction, which will translate to stronger writing skills across students in all grade levels.</p> |

## Key Strategies and Resources

| STRATEGY   | METHODS  | GAUGING SUCCESS   | RESOURCES   |
|--|--|---|---|
| What strategies will we pursue as part of this commitment? | 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?  |
| <b>Professional Development</b>                            | <p>Members of the school community, including administration, the bilingual coach, ENL teachers and classroom teachers will present professional development during 2:15 meetings throughout the school year.</p> <p>Topics for PD will include: Grade-level writing skills, Exploring genres (narrative, opinion, informational), Language objectives, Co-Teaching with ENL, Shared writing, Feedback, Scaffolding and Differentiation</p> <p>PD presentations will include time for practice (e.g. role playing) and planning.</p> | Classroom visits to observe strategies / techniques being used with students.   | <p><i>Schedule</i> – a PD schedule will be created</p> <p><i>Audience</i> – targeted group of teachers (grade bands)</p> <p><i>Individuals</i> – Administration, Bilingual coach, ENL teachers, and classroom teachers will partake in presenting PD for teachers</p> |
| <b>Baseline for writing</b>                                | <p>In September, students in grades 2 - 8 will produce a writing sample to serve as a baseline. Students will have a baseline for the following genres:</p> <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Informational</li> <li>- Opinion</li> </ul>  | Completion of the initial baseline by all students, which will be stored in the students' portfolios. These will be assessed during grade level congruence and will play a role in planning | <i>Planning</i> – An appropriate prompt will need to be given to students for the baseline. This same prompt should then be used at the end of the  |



Commitment 3

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|                                 |  | for the year. We will revisit these at the end of the year along with a post-writing sample to look for growth.   | year to look for growth.<br><br><i>Supplies</i> – Loose-leaf writing paper, student folders for portfolios  |
| <b>Feedback in writing</b>      | Teachers will be expected to give students feedback on their writing throughout and at the end of the process. Students will also be expected to give themselves feedback and give their peers feedback. Feedback should be in the form of a Glow and Grow. Feedback will be addressed in Professional Development.  | During building and classroom walk arounds, administration will look for feedback on work posted on bulletin board. Feedback should be in the form of glows and grows and give students specific steps towards improvement. | <i>Resources</i> – A feedback sheet will be created for teachers to include on pieces of writing.   |
| <b>Creating Common language</b> | A common language around writing will be established to ensure that there is continuity as students move through grade levels. <ul style="list-style-type: none"> <li>- All teachers will be given a grade-appropriate rubric to use with the three types of writing. Rubrics will use similar language and show progression based on grade-level standards.</li> <li>- Teachers will use the acronym <b>RACE</b> (Restate, Answer, Cite, Explain) when working with test preparation for short answer responses.</li> </ul> | Teacher use of rubrics for writing and use of acronym to teach students how to organize paragraphs and short answer responses.  | <i>Rubrics</i> – Rubrics will be created and distributed to teachers.<br><br><i>Resources</i> – Teachers in testing grades will be given a poster of the RACE acronym |
| <b>Student Portfolios</b>       | Each student in every classroom will have a writing portfolio, which will be used to   | Teachers will be expected to participate in analysis of student portfolios monthly  | <i>Resources</i> – Blue, two-pocket folders will be used to store student   |

Commitment 3

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|  | store their published writing from each Benchmark unit.   | during congruence meetings. Writing will be analyzed and used to plan future writing and any necessary differentiation.   | writing. A cover sheet will be created   |
| <b>Congruence with a focus on writing</b>      | One congruence a month will be dedicated to writing. During this time teachers may choose to plan for current or future writing units or analyze student writing.   | Administration will attend congruence meetings and take note of trends among classrooms. During this time, we will be looking for growth in student work and development of lessons based on observations and given PD. | <i>Schedule</i> – Congruence meetings will be put into teacher schedules. One meeting a month will be dedicated to writing.  |
| <b>Monolingual / ENL teacher collaboration</b> | ENL teachers will be pushing in to classrooms to service multilingual learners. Classroom teachers will collaborate with ENL teachers to plan lessons for their scheduled periods. Lessons should reflect thoughtful planning based on the English proficiency levels of the students and their language needs. | Observations and walkthroughs for ENL teachers should reflect meaningful planning. Administration may also attend planning meetings to identify areas of need in terms of the collaborations and offer support.         | <i>Time</i> – Teachers and ENL specialists should plan to meet regularly during preparation periods to ensure that the ENL teacher is aware of daily lessons and can plan accordingly for their students.<br><br><i>Professional Development</i> – ENL and monolingual teachers with students that receive ENL services will |
| <b>Vertical team meetings</b>                  | Four 2:15 meetings a year will be dedicated to vertical team meetings.  | Administration will provide direction and focus on  | <i>Schedule</i> – Four 2:15 meetings will be   |

Commitment 3

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|  | <p>During this time, teachers will meet with in vertical teams (one grade above and one grade below) to discuss writing and student needs across grade levels. Bilingual teachers will meet as one group with a focus on writing. Subject-area teachers and specialists may also choose to meet as one group to discuss their subject area across the grades.</p> | <p>vertical meetings and sit in on these meetings to ensure that the conversation is productive and actionable steps for improvement can be taken away from conversations.</p> | <p>dedicated to vertical team meetings.</p> <p><i>Groupings</i> – predetermined groupings will be given to teachers before meetings so that they know which grade level(s) they will be meeting with an can plan topics of discussion accordingly.</p> <p><i>Data</i> – specific data may need to be made available to teachers for the purposes of discussion across grades.</p> |
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## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

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

|                       | Survey Question(s) or Statement(s)   | Desired response<br>(e.g. % agree or strongly agree) |
|-----------------------|--|--|
| <b>Student Survey</b> | In English class, students improve a piece of writing as a class or with partners (previous year 44% “Almost every day”)                               | 65%  |
|                       | In English class, students rewrite a paper or essay in response to comments (Previous year 34% “Almost every day”)                                     | 50%  |
| <b>Staff Survey</b>   | Students provide constructive feedback to their peers and to me (Previous year - 30% Almost always)  | 50%  |
|                       | Professional development this year has been closely connects to my school’s improvement plan (Previous year – 9% Strongly agree)                       | 75%  |
|                       | Professional development this year has been sustained and coherently focused rather than short-term and unrelated (Previous year – 13% Strongly agree) | 75%  |
| <b>Family Survey</b>  | Teachers let me know what my child is working on in class (28% Once a week or more)  | 50%  |

Commitment 3

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

An increase in students' writing scores based on the NYSESLAT results.

NYSESLAT writing results for individual students should be on level with scores from the other modalities. (Attachment G)

Improvement as seen from baseline to mid-year and end-of-year on demand writing

## COMMITMENT 4

### Our Commitment

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| <p><b>What is one commitment we will promote for 2022-23?</b></p>  | <p>We commit to incorporating Social Emotional Learning (SEL) in the classroom to support our students’ mental health.</p>  |
| <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school’s vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school’s long-term plans?</i></li> </ul> | <p>We would like to promote SEL and provide mental health support for all students.</p> <p>We will accomplish this by developing teachers’ understanding of SEL in order to better implement SEL through modeling and integrated instruction.</p> <p>The need for this commitment emerged as we have seen an increase in the number of students dealing with anxiety, grief, depression, self-harm, and at-risk behaviors as we have tried to return to normalcy in a post-pandemic world. Our youngest students struggle with basic everyday social skills, self-awareness and relationship skills that were not developed while schools were closed. Fostering these skills can lead to less emotional distress and overall resiliency.</p> <p>By incorporating SEL initiatives in the classroom, we hope to promote a positive school climate. Students that feel physically and emotionally safe are more likely to attend school more, improving the school’s overall attendance as well as achieving greater academic success. SEL in the classroom also builds better teacher-student relationships.</p> |

## Key Strategies and Resources

| STRATEGY   | METHODS   | GAUGING SUCCESS  | RESOURCES   |
|--|---|--|---|
| What strategies will we pursue as part of this commitment? | 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?  |
| <b>Promote SEL awareness</b>                               | Monthly SEL themed Bulletin Boards<br>Themes will include:<br>Kindness, Self Esteem, Growth Mindset, Friendship, Conflict Resolution, Perseverance, Empathy, and Self-Management  | Staff Survey, student feedback, familiarity of presented themes  | <i>Space</i> - One bulletin boards outside of the pupil support team office will be dedicated to SEL themes.<br><br><i>Time</i> - Pupil support time will be allotted time to plan for and execute bulletin board changes.<br><br><i>Supplies</i> - Bulletin board supplies (borders, lettering, background paper, staplers, etc.) will be available. |
| <b>Develop teacher's SEL skills</b>                        | Meeting monthly with teachers to prepare staff by modeling SEL lessons. The second congruence of each month will be dedicated to SEL. During this time, a member from the pupil support team will join grade-level congruence meetings to support teachers with resources for the theme of the month. During this time teachers | Staff survey, classroom observations   | <i>Schedule</i> - The second grade-level congruence meeting each month will be dedicated to SEL. A member of the pupil support team will join each grade level meeting to support teachers in planning for the theme of the month.  |

Commitment 4

|                              |   |   |  |
|------------------------------|---|---|--|
|                              | may also discuss students of concern.   |   | <i>Time</i> - Pupil support team members will need time to plan for activities for each month.   |
| <b>Coping Skills Toolbox</b> | SEL lessons on strategies to use in the classroom; i.e., deep breathing, calming jars, stress balls, grounding techniques                 | We will look for students using the coping skills during difficult times. A decrease in calls for pupil support staff to work with students in crisis will demonstrate the effectiveness of this strategy.  | <i>Supplies</i> - supplies will need to be purchased for the toolboxes<br><br>Schedule, Planning time, Individuals   |
| <b>“Calm Corner”</b>         | Develop a safe, quiet space for students to use as needed when feeling anxious or overwhelmed with resources available                    | Student and teacher SEL surveys, data collection on frequency of use  | <i>Space</i> - The area directly outside of the pupil support team offices will be used as a “Calm Corner”<br><br><i>Supplies</i> - pamphlets, doodling books, signs, books (age-appropriate and affirmation), chairs, sensory toys, tissues   |
| <b>Morning Meeting</b>       | Classes will dedicate the first 30 minutes of their day to SEL. During morning meeting, teachers will address the SEL topic of the month. | Classroom observations during morning walk-arounds will take place in order to ensure that students are actively engaged in SEL activities during this time. Students should be seen applying what they have learned during this time in their social interactions. | <i>Schedule</i> – All teachers will be made aware that the first 30 minutes of class will be dedicated to morning meeting, which will focus on the schoolwide SEL topic.<br><br><i>Resources</i> – Teachers will be provided with resources that can be used during SEL time in the classroom. |



Commitment 4

|                         |   |   |  |
|-------------------------|---|---|--|
| <b>Parent Workshops</b> | The Pupil Support team (guidance counselor, school psychologist and social worker) will organize a mental health workshop for parents. This will be an informational workshop, providing parents with resources and tips for supporting their children in navigating their mental health. | Parents participation in this workshop and feedback from parents. | <i>Schedule</i> – A date and time will be chosen for the workshop.<br><br><i>Planning</i> – The pupil support team will need to plan for this workshop and organize any resources necessary to share with parents. |
|-------------------------|---|---|--|

## End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

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

|                       | Survey Question(s) or Statement(s)   | Desired response<br>(e.g. % agree or strongly agree) |
|-----------------------|--|--|
| <b>Student Survey</b> | <p>My school has helped me develop a variety of coping skills.<br/>                     I am aware of the resources available to me at my school.<br/>                     My school has helped me to feel safe and supported.<br/>                     I feel that the school has provided options for when I am in need of more support.</p> <p>Students feel safe in the hallways of the school (Previous year - 37% very safe)</p> <p>Students report that their school peers treat each other with respect (Previous year - 27% strongly agree)</p> | <p>75% for all</p> <p>50%</p> <p>50%</p>             |
| <b>Staff Survey</b>   | <p>Teachers report having influence on setting standards for student behavior (Previous year - 21% A great deal of influence)</p> <p>Teachers report how much student disrespect of teachers is a problem (Previous year - 26% not at all)</p>   | 50% for all  |
| <b>Family Survey</b>  | <p>I feel that my child’s emotional needs are supported in school.<br/>                     I feel that the school has worked at ensuring that my child feels safe.</p> <p>The school has provided me with resources to help me better support my child’s emotional needs.</p>   | 75% for all  |

#### Commitment 4

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Observations of students implementing coping skills that were taught throughout the year.

Fewer instances of bullying reported school-wide as we promote positive social behavior through SEL

An increase in students feeling more supported and aware of the resources available to them

An observed decrease in student conflicts and an observed increase use of conflict resolution strategies

An increase in the sense of community and connectedness between students and staff

## Our Team's Process

### 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                |
|----------------|---------------------|
| Romulo Ramirez | Principal           |
| Crystal Arvelo | Assistant Principal |
| Allison Lillo  | Assistant Principal |
| Amilcar Pocas  | Assistant Principal |
| Julie Loza     | Bilingual Coach     |
|                |                     |
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## Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. 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           | Interviewing Students | Completing the Equity Self-Reflection for Identified Schools | Reviewing Multiple Sources of Data and Feedback | Clarifying Priorities and Considering How They Connect to School Values | Writing the Plan |
|------------------------|-----------------------|--|---|---|------------------|
| <i>Example: 4/6/21</i> |                       |  | x   | x   |                  |
|                        | x                     |  |   |   |                  |
| 5/19/22                | x                     |  |   |   |                  |
| 6/3/22                 |                       |  |   | x   |                  |
|                        |                       |  |   |   |                  |
| <b>6/8/22</b>          |                       |  |   |   | x                |
|                        |                       |  |   |   |                  |
|                        |                       |  |   |   |                  |
|                        |                       |  |   |   |                  |

## 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 process informed the team's plan**

From the student interviews we gathered information about how we can more genuinely engage students in their learning. From these interviews, we developed Commitments 2 and 4, which focus on project-based learning and social-emotional learning.

### Equity Self-Reflection

**Describe how the Equity Self-Reflection informed the team's plan**

## Next Steps

### Next Steps

1. **Sharing the Plan:**

**All Schools:** Ensure that the local Board of Education has approved the plan after approval by the PLC lead and that the plan is posted on the school website.

2. **Implementing the Plan**

- a. Ensure that the plan is implemented no later than the first day of school
- b. Monitor implementation closely and make adjustments as needed
- c. Ensure that there is professional development provided to support the strategic efforts described within this plan.