



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Yonkers Public Schools	Cesar E. Chavez	PreK - 8

**Collaboratively Developed By:**

*The Yonkers Montessori Academy SCEP Development Team Dr. Rivera, Judy Cholewa,  
Antonia Falcone, Wendolyn Landrau, Andrea Vazquez  
And in partnership with the staff, students, and families of Yonkers Montessori Academy.*

## 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 3 to 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.

### Resources for Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to fostering an environment that is academically rigorous and challenging while considering the multiple learning styles and targeting the different subgroups that will ensure the student’s success in school and ultimately in life in alignment with our school’s mission and vision.</p>
<p><b>Why are we making this commitment?</b>  <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>	<ul style="list-style-type: none"> <li>• This commitment fits with our school’s vision of academic excellence that provides instruction in a safe, nurturing and healthy environment tailored to each student’s needs.</li> <li>• Students returned to in-person learning after being remote for 16 months</li> <li>• Providing students with multiple learning styles will enable teachers to target the needs of these students.</li> <li>• This commitment will ensure that students will show academic growth at all subgroups especially the Black, Latino, SWD and low-income groups.</li> <li>• Implementing this commitment will effectively target all other commitments to boost areas in SEL, academic and deepening our connections with our community.</li> </ul>

## 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>Staff development with teachers to share best practices</b>	Teachers will have weekly staff development that will give opportunities to share best practices with their colleagues. Title I and Title II teachers will also provide targeted focused professional development	Best practices will be provided to the teachers and teachers will share their data to show if it was effective.	Grade level congruence meetings and grade level staff development days.
<b>Use of MAP scores in the Fall to guide with groupings and differentiation of lessons</b>	Teachers will assess students in the Fall with both Math and Reading MAP. Teachers will utilize the data to provide differentiated instruction.	The MAP assessment will be done in Fall, Winter and Spring. Teachers will utilize the results and determine groups for their students. Based on the report, teachers will target areas of concern and focus their lessons based on information.	A schedule will be provided to the teachers of the timeframe to test students. Technology will be provided for this assessment. Data will be printed and provided to all classroom teachers when completed.
<b>Teachers will use DATAMATE scores to guide their differentiation of lessons.</b>	Teachers will assess their students in Fall and Spring with Datamate	Teachers will utilize the data to target the areas of weakness to guide their lessons.	Teachers will be provided with a schedule and technology to assess students.

Commitment 1

<p><b>Teachers will utilize the New York State assessments to create groups</b></p>	<p>Teachers will gather their students' NY state ELA and Math scores to target their groups. After school will be provided during the year to target the needs of the students to ensure success in the 2022-2023 state assessment</p>	<p>Teachers will assess their students on the standards and differentiate instruction. After school will provide added support for the students.</p>	<p>Data will be provided to all teachers. Afterschool will be implemented throughout the year.</p>
<p><b>A Balanced Literacy Program</b></p>	<p>Teachers will utilize the Benchmark program throughout the year.</p>	<p>Teachers will be assessing their students throughout the year using the Interim Assessment 1 to 4 throughout the year. They will utilize this data to guide their differentiation of instruction.</p>	<p>Technology will be provided to allow teachers to assess their students.</p>
<p><b>iReady</b></p>	<p>Teachers will be provided with student workbooks and students will have access to iReady through their Clever account.</p>	<p>Students will assess weekly and end of unit assessments. Throughout the lessons there will be exit tickets that teachers can use to gauge their student's progress on specific lessons.</p>	<p>Teachers will be provided access to iReady through their Clever accounts. They will also be provided with workbooks for their students.</p>

Commitment 1

## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.
NYS ELA test scores will improve by 3% throughout grades 3-8. Benchmark scores on the interim assessments will improve by 3% throughout grades K to 2

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to strengthen SEL through deeper connections among students, staff and the community that will foster lifelong citizenship.</p>
<p><b>Why are we making this commitment?</b>  <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 of The 5 Essentials survey, the results showed that there is a strong need for more in-depth teaching and application of SEL in order to improve:</p> <ul style="list-style-type: none"> <li>• The school environment, which results in better social and academic outcomes for students.</li> <li>• Help the schools coordinate diverse services and programs</li> <li>• Ensure students experience SEL in a consistent and coherent way.</li> </ul>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Increase school-wide collaboration across grade levels</b></p>	<ul style="list-style-type: none"> <li>• Incorporating and infusing mindfulness in the classroom</li> <li>• Student Government</li> <li>• Supporting and developing, cognitive, emotional, and compassionate empathy</li> <li>• Cross grade buddy systems</li> </ul>	<p>We will conduct quarterly feedback surveys provided to teachers and students regarding connectedness to the school, each other, and across grades</p>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• SEL School Committee</li> <li>• A continuous improvement cycle that includes data collection and reflection as well as planning and taking action with adjustments to instruction and interventions.</li> </ul>
<p><b>Increase parental and community school-wide activities</b></p>	<ul style="list-style-type: none"> <li>• Career Day</li> <li>• Community Service(s)</li> </ul>	<p>We will utilize forms as well as questionnaires to receive feedback and for stakeholders to provide suggestions for the development of ongoing school wide activities.</p>	<ul style="list-style-type: none"> <li>• PTA/Parent Volunteers</li> <li>• Surrounding Community member volunteers</li> </ul>



Commitment 2

<p><b>Increase staff readiness and willingness to carve out time dedicated to social emotional learning.</b></p>	<ul style="list-style-type: none"> <li>• PLC's</li> <li>• Culture of idea-sharing</li> </ul>	<p>We will provide opportunities for self-reflection, training and collaboration.</p>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Peer mentors</li> <li>• Learning walks</li> </ul>

## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.

1. Determine ongoing SEL priorities
2. Sketch out a long-term roadmap for SEL implementation and effectiveness
3. Set school wide SMART goals for a more in-depth SEL implementation across grade levels

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We will commit to creating a rigorous academic curriculum targeting learning gaps by implementing problem-solving strategies to ensure student growth in both ELA and Math.</p>
<p><b>Why are we making this commitment?</b>  <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>	<ul style="list-style-type: none"> <li>• We are providing support for student growth academically and socially using high - expectations to enable them to become role models.</li> <li>• Based on our data from MAPS, NYS raw scores, and the effects of academic loss due to COVID, we need to ensure that student growth is taking place in ELA and Math.</li> <li>• Providing focus in math and ELA will ensure academic growth in all subgroups including SWD, Black American, Hispanic, and low income.</li> <li>• Looking at the data provided in MAPS, DataMate, and NYS raw scores ensure that these subjects are our areas of concern.</li> <li>• Implementing this commitment will ensure that growth will occur in all subgroups.</li> </ul>

## 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>Block Periods</b>	Additional 30-minute block periods designed for students' specific needs based on the guidelines of a rich Balanced Literacy Program. This will target gaps in skills and concepts which need to be addressed for students to achieve proficiency in ELA and math. Reading intervention programs; Wilson and Early Success Program will be used with the at-risk Special Education students.	We will analyze data based on fall, winter, and spring MAP scores along with the DataMate and the NYS raw scores for both ELA and math to show student growth, differentiate instruction, and target our learning gaps.	We will use Clever to differentiate instruction using the online ELA and math websites. We will schedule block learning periods for both ELA and math in the primary and elementary grades.
<b>Professional Developments</b>	During the weekly early morning professional development sessions, the administration, community partners, Title I and Title III teachers will deliver targeted focused professional development to support teachers in their everyday effort to implement a balanced literacy program to help each student acquire and develop the literacy skills necessary to become a confident reader in grades Pre-k through 8.	Staff developments will provide time for teachers to discuss the implementation of the literacy program at each grade level and share best practices.	<b>Scheduled staff development to focus on the needs of the teachers to assist in differential instruction to fill in the learning gaps. Online resources provided by the school district.</b>
<b>SMART Goals</b>	Teachers and students will participate in goal setting activities for the first trimester which will be revisited and monitored.	We will analyze data based on fall and winter MAP scores along with the DataMate for both ELA and math monitoring and targeting our goals.	<b>We will use online resources to analyze and interpret data. We will use Skills Navigator to target learning gaps.</b>

### Commitment 3

<b>Flexible Groupings</b>			

## 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:

	<b>Survey Question(s) or Statement(s)</b>	<b>Desired response</b> <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>• My teacher has grown to understand me</li> <li>• My voice is important at school</li> <li>• My school supports my behavioral and emotional growth</li> </ul>	80% of students will agree or strongly agree
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>• I understand the importance of SEL for my students</li> <li>• I have opportunities to grow in SEL/Behavioral techniques</li> <li>• I’ve connected with my students and can empathetically understand their life experiences inside and outside of school</li> </ul>	80% of staff will agree or strongly agree
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>• My child receives the support they need for their social emotional success at school.</li> <li>• The staff at school cares about my child.</li> </ul>	80% of families will agree or strongly agree

### 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.

All teachers will greet student at the door each morning.

All teachers will have students participate in daily classroom mantras for positive affirmations and monthly surveys as check-in for stakeholders growth and success in SEL.

All teachers will have students participate in goal setting conferences to assist with self-regulation on a trimester basis.

Teachers will participate in differentiated professional development regarding SEL

## COMMITMENT 4

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to deepening our connections throughout the school and community by building rational trust among all stakeholders.</p>
<p><b>Why are we making this commitment?</b>  <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>	<ul style="list-style-type: none"> <li>• This commitment will ensure that it targets our vision to build a diverse and inclusive community committed to academic excellence, social and emotional well-being and integrity.</li> <li>• This commitment will promote collaboration with both staff and the community.</li> <li>• With teachers as facilitators, all members of the Cesar E. Chavez School learning community, including parents, administrators, teachers, teaching assistants, and instructional aides, will serve as role models and set high expectations that will empower each and every one of our students to reach their fullest potential.</li> </ul>

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>Utilize Restorative Practices</b>	The school will revisit and reinstate materials that reflective restorative practices such as books, literature and posters.	Signage will be reflective of restorative practices in classroom, hallways, cafeteria etc.	Provide PD
<b>Incorporate SEL into lessons</b>	Include SEL in morning meetings and daily lessons		



## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.

## Evidence-Based Intervention

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

<http://www.nysed.gov/accountability/evidence-based-interventions>

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

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

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

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

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

**State-Supported Evidence Based Strategy**

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

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

Evidence-Based Intervention

**Clearinghouse-Identified**

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

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

**Clearinghouse used and corresponding rating**

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

**School-Identified**

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

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## Our Team's Process

### Background

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

### Team Members

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

Name	Role
Magadeline Delany	Principal
Donata Carolina	Assistant Principal
Annalene Wright	Teacher
Amorette Intervallo-Rice	Teacher
Kimberly Polanco	Teacher
Nitza Gonzalez	Parent

## 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
6. Completing the “Leveraging Resources” document (OPTIONAL)

## 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	OPTIONAL: Completing the “Leveraging Resources” document
<i>Example: 4/6/21</i>			x	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**

---

---

---

---

---

---

---

---

---

---

#### Equity Self-Reflection

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

---

---

---

---

---

---

---

---

---

---

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
  - b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
  - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
  - 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.
  - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.