



# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Yonkers Public Schools	School 17	PK-6

## Collaboratively Developed By:

The School 17 SCEP Development Team:  
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*And in partnership with the staff, students, and families of School 17.*

## 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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers **“What should we prioritize to support our students and work toward the school we wish to be?”**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning.**

### Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

### Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

### Resources for Team

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

- [Assembling Your Improvement Planning Team](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)

## Guidance for Teams

- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to increasing student writing and reading comprehension skills through checks for understanding, critical thinking strategies and accountable talk. We are committed to improving student's ability to apply their understanding of numbers of operations to fractions and algebra through checks for understanding, critical thinking strategies and accountable talk.</p>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Classroom practices will center around our commitment to improving writing and reading comprehension skills as well as understanding numbers. Accountable talk can support student outcomes to allow students to share their thoughts with others and engage in thoughtful discussion while comparing ideas. Students initiate interactions to deepen cognitive engagement. According to the data collected from student interviews, students want to participate in more group work, as they feel it will be more beneficial to learn from each other.</p> <p>Through critical thinking skills, students will engage in high level tasks that will permit them to answer and ask open-ended questions that promote higher levels of thinking. Teachers' questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding.</p> <p>Checking for understanding will measure students' success by engaging students in distributed and strategic formative assessments that check for student understanding at multiple points throughout a lesson. Students' progress is used to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and use the feedback to advance their own learning.</p> <p>While students are showing progress, (moving from 2-3 grade levels below to 1 grade level below, according to the i-Ready Mathematics Diagnostic 1 and i-Ready Mathematics Diagnostic 2 data,) there is still 80% of the student population that are not proficient in all Mathematics domains. DataMate assessments that display specific standard-focused areas, and repetitive practice, has increased student performance on multiple style questions in Mathematics by 3-20% (results vary per grade level). Based on the trends seen throughout the Mathematics data, compared to that of last school year (Spring 2022 to Winter 2023), we have noticed a 16% decrease in students three or more grade levels below, 7% decrease in students two grade levels below, 16% increase in students one</p>

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grade level below, and a 4% increase in students mid or above grade level. Based on the i-Ready Mathematics data, Kindergarten showed a 19% decrease in the number of students that were 1-3 grade levels below in measurement and data, and a 6% decrease in Algebra. Grade one showed a 31% decrease in students 1-3 grade levels below in Algebra, and a 5% decrease in measurement and data. Grade two showed a 14% decrease in students 1-3 grade levels below in numbers and operations, Algebra, and measurement. Grade three showed a 21% decrease in students 1-3 grade levels below in Algebra, and a 4% decrease in Geometry. Grade four displayed a 24% decrease in students 1-3 grade levels below in numbers and operations, and a 9% decrease in measurement and data. Grade five had an 18% decrease in students 1-3 grade levels below in Algebra. Grade six had an equal decrease of 6% for students 1-3 grade levels below for all domains.

We have several areas of growth that are aligned in Benchmark and DataMate data. However, all grade-levels have below average achievement scores, <60%, for standards performance in writing, language, reading informational texts, and literature. In addition, according to recent MAP scores, only 32% of all students in general education classes in grades K-5 have at or above grade level RIT scores. The data from the NYS ELA Assessments from 2021 and 2022 show areas of growth (topics and standards) that align with the data depicted in Benchmark and Data Mate assessments (at or <50% proficiency).

According to data from the NYS ELA Assessments, Book 1 from 2021 and 2022, there are trends in the areas of challenges. In grades 3 through 6, we have noticed that students have trouble in determining the meaning of words, phrases, figurative language, academic, and content-specific words (RI.4). Another standard that presented a challenge is explaining events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text (RI.3). Students also have trouble in determining or clarifying the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies (L.4). Additionally, students have difficulty determining a theme or central idea of text and explaining how it is supported by key details; and summarizing a text (RI.2). According to Benchmark data, all areas of challenges are aligned to the areas of challenges in the NYS ELA assessments (as discussed above). Specifically, grades K through 2 also have difficulty in the same standards (RI.2, RI.3, RI.4, and L.4), as evidenced by the Benchmark assessment Data.

According to the data from the NYS Mathematics assessments, Book 1 from 2021 and 2022, there are trends in the areas of challenge. In grades 3 through 5, the data depicts numbers and operations in base ten, specifically standards NBT.1, NBT.2, NBT.3,

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	<p>and NBT.6 as an area of challenge. Furthermore, grades 3 through 5 depict Numbers and Operations - fractions - which entails developing understanding of fractions as numbers, in grade 3, extending understanding of fraction equivalence and ordering in grade 4, using equivalent fractions as a strategy to add and subtract fractions in grade 5, standards NF.2, NF.3, NF.4, NF.5, NF.7 as an area of challenge throughout the grade levels. Sixth-grade data depicts expressions, equations, and inequalities applying and extending previous understandings of arithmetic to Algebraic expressions as the highest challenge area with less than 50% proficiency in this domain.</p> <p>According to data collected on subgroups of the school community, we have a high percentage of students from culturally diverse backgrounds who are English Language Learners (59 students, 17% of student enrollment). Out of the 59 ELLs/MLLs, 41% are at the entering and emerging level of English proficiency and 59% are at the transitioning and expanding level of English proficiency. Classroom and ENL teachers will plan and co-teach in an integrated setting to meet grade-level expectations. Additionally, teachers will differentiate instruction to meet the individual language needs of the students. With this student population, there is also a need for developing culturally responsive experiences through the district-wide curriculum that will foster meaningful opportunities for student voices to be heard.</p> <p>The Equity Self-Reflection allowed teachers to consider ways to implement high expectations and rigorous instruction in order to promote independent learning and an academic challenging environment. We will initiate project-based learning to increase critical thinking about social justice issues and civic engagement. This will allow students to take risks and grow academically and socially.</p>
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## Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (Complete at the end of the year)
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<p><b>End-Of-The-Year Goals</b></p>	<p>Teachers will be reviewing data from the i-Ready Mathematics Diagnostic Fall, Winter and Spring assessments, the Benchmark Unit Assessments, DataMate assessments, MAP Fall, and Spring assessments.</p> <p>This data will provide teachers with students' end of year performance and if growth percentages have been reached. Data will drive instruction for the next year, and provide targeted skills needed for students to reach proficiency in Math and ELA.</p>	<p>In reviewing the Mathematics data, we hope to see an 8% increase in students' proficiency from being one grade level below to on-grade level, and a 13% decrease in students 2 to 3 grade levels below to one grade level below according to the i-Ready Mathematics program.</p> <p>As of June 2023, students increased 11% early or on grade level in Measurement and Data and increased 9% early or on grade level in Geometry. These two domains are focus domains due to them being the highest area of challenge in the i-Ready curriculum across all grade levels. In June 2024 we are looking to increase proficiency in Measurement and Data from 11% to 21% (10% increase) and Geometry from 9% to 18% (9% increase).</p> <p>In June of 2024, we are hoping to see students reach 50% of their projected MAP growth in Mathematics. Utilizing the DataMate practice assessments in Mathematics, we are also hoping to move 10% of high 1's to 2's across grades 3-6.</p> <p>In June of 2023, the ELA Benchmark data depicted the achievement level in reading informational texts and writing to be less than 50% in all grade levels. In June of 2024, we hope to see students' proficiency in reading, understanding informational texts, and writing increase by 10% per grade level. We are also hoping to see students reach 50% of their projected MAP growth score in ELA as well.</p>	
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		<p>Utilizing the DataMate practice assessments in ELA, we are hoping to move 10% of high 1's to 2's across grades 3-6.</p> <p>Multilingual learners in grades 3-6 will demonstrate 5% growth on the NYSED assessments for ELA and Mathematics.</p>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	Do you feel you have collaborated with your teacher and peers to support a project-based and student-led curriculum?	65% or higher with responses of very strong/strong.	
<b>Staff Survey</b>	Has the school administration supported you to provide your students with project-based and student-led instruction?	65% or higher with responses of very strong/strong.	
<b>Family Survey</b>	Do you feel your child's learning is more project-based as opposed to teacher-led instruction?	65% or higher with responses of very strong/strong.	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)



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<p><b>Mid-Year Benchmark(s)</b></p>	<p>Teachers will be reviewing data from the i-Ready Mathematics Diagnostic Fall and Winter assessments, the Benchmark Unit assessments, DataMate assessments, and the MAP Fall assessment. This data will provide teachers with students' performance and if growth percentages have been reached. Data will drive instruction and provide targeted skills needed for students to reach proficiency.</p>	<p>In reviewing the Mathematics data, we hope to see a 4% increase in students' proficiency from being one grade level below to on-grade level, and a 6% decrease in students 2 to 3 grade levels below to one grade level below according to the i-Ready Mathematics program.</p> <p>As of June 2023, students increased 11% early or on grade level in Measurement and Data and increased 9% early or on grade level in Geometry. In January 2024, we are looking to increase proficiency in Measurement and Data from 11% to 16% (5% increase) and Geometry from 9% to 14% (5% increase).</p> <p>In June of 2023 the ELA Benchmark data depicted the achievement level in reading informational texts and writing to be less than 50% in all grade levels. In January of 2024 we hope to see students' proficiency in reading/understanding informational texts increase by 5% per grade level in reading informational texts and writing. By utilizing the DataMate practice assessments in Mathematics, we are also hoping to move 5% of high 1's to 2's. We will analyze the MAP Fall assessment data to identify individual student needs to drive instruction and assist students to reach 50% of their projected growth in Math and ELA by June 2023.</p>	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? ( <i>Identify Quantitative Data or Qualitative Descriptors in this space</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
Student Data	Teachers will look for data trends in Benchmark, MAP, i-Ready, Level 2 reporting and DataMate assessments. Data will drive instruction and guide instructional practices, with a focus on student-centered/small group instruction.	<p>Implement the adjusted curriculum that resulted from the DataWise Improvement Process eight-step model to improve teaching and learning through evidence-based analysis.</p> <p>Core instructional programs are utilized to implement high impact teaching strategies to continue to deepen understanding of the existing YPS Instructional Foci to ensure that the needs of all students are being addressed, and critical thinking skills along with inquiry-based instruction and accountable talk is evident in all classrooms.</p> <p>Formative assessments are used to tailor instruction and support the targeted learning plans for individual students.</p>	

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<p><b>Adult/Schoolwide Behaviors and Practices</b></p>	<p>Review and reflection of the following student results from: MAPS, i-Ready-Mathematics, Benchmark, Science, and Social Studies programs and data results.</p> <p>Pupil Support Team involvement and lead in MTSS meetings and follow-up supports for students. (Administration, Social Worker, Psychologist, Guidance Counselor.)</p> <p>Predetermined schedules for each classroom teacher to meet as a team (PLC's).</p>	<p>Teachers referencing common strategies, resources, NYS Next Generation Learning Standards, and student objectives regularly during instruction.</p> <p>Practices related to classroom behavior will improve by January 2024, resulting in improved restorative approaches to behavior.</p> <p>Student data is evaluated to see if students show changes in the MTSS intervention(s) put in place.</p> <p>Teachers make data-informed decisions during collaborative planning time with grade-level teams, which includes the Title I, III and ELT Enrichment teachers.</p> <p>Teachers will use NYS rubrics across all content areas to provide positive and actionable feedback in critiquing student work.</p>	
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<p><b>Student Behaviors and Practices</b></p>	<p>Trimester meetings and collaboration of teachers and support staff to discuss academic and behavioral support of students.</p> <p>Observations of students in the classroom engaged in opportunities that demonstrate their learning and initiate interactions to deepen understanding.</p>	<p>Gradual release of responsibility from teacher led-lessons to student-directed/small group mini-lessons.</p> <p>Utilizing student interest inventories to modify and personalize daily instruction.</p> <p>By designing meetings, discussions and reflection sessions, we will assess and monitor the effectiveness of the Tier 1 and Tier 2 interventions to show the results of each student within the MTSS model.</p> <p>Tier 3 interventions will be implemented and monitored to determine the effectiveness of behavior and academic individualized modification plans for our students.</p> <p>We hope to see students partake in a culture of inquiry through accountable talk, critical thinking and checks for understanding. We hope to see students cognitively engaged in the use and comprehension of key disciplinary language to enrich learning experiences across disciplines; students formulating questions and responses to advance their understanding and challenge their thinking.</p> <p>Students initiate collaborative problem-solving opportunities, and teachers ensure that all voices and ideas are heard. Students can articulate how their success will be measured and assess their strengths and weaknesses with their teacher.</p>	
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## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Students engage in assignments/lessons &amp; project-based learning (school- wide).</b>  <b>(October – ongoing)</b>	<p>Yearly curriculum planning and organizing ELA and Mathematics lessons that support Science and Social Studies, which will take place during weekly grade-specific PLC meetings.</p> <p>Student-led conferences quarterly in grades 3-6.</p>	<p>Benchmark, i-Ready Math, Mystery Science, Achieve 3000, PLC time, materials to support lessons, Chromebooks/laptops for research.</p> <p>Student-led conferences. Invite students to bring in culturally relevant texts to share with peers. Students also understand their data progress and can explain their data progression throughout the school year.</p>
<b>Cross-Disciplinary Units including authentic reading and writing.</b>  <b>(September – ongoing)</b>	<p>Yearly curriculum planning organizing topics between ELA/Math, Science and Social Studies. ELA lessons include meaningful, content-rich, and informational texts related to topics covered in Social Studies and Science. Students will demonstrate authentic writing for “real-life” purposes and audiences quarterly.</p>	<p>Benchmark units for the foundation of cross-curricular planning (i.e., civics, nature, etc.), Mystery Science, i-Ready, PLC time, materials to support lessons, writing rubrics, student choice projects, utilization of authentic and content-rich texts.</p>
<b>PLC for Data Collection and Progress Monitoring.</b>  <b>(September - Ongoing)</b>	<p>Establishing grade-level data teams to analyze instructional areas of strengths and challenges, and monitor student progress weekly during PLC time.</p>	<p>District formative assessments, schedule time for data teams to share insights and trends. Evaluating data to inform instruction is ongoing.</p>
<b>Differentiated Instruction through learning centers.</b>  <b>(September – ongoing)</b>	<p>Centers enable students to interact in a relaxed setting and empower them to navigate the learning environment on their own in diverse groups while accommodating different learning styles and targeting individual skills.</p>	<p>Using digital platforms, test data, classroom assignments, writing samples and running records to identify student skills for small group work.</p>

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<b>Professional Development/ Coaching Support/ Peer Learning Walks</b>  <b>(September – ongoing)</b>	<p>Teachers receive ongoing professional development and coaching support during 8:05 a.m. meeting and PLC time to ensure high quality teaching is aligned to the District’s Instructional Foci - Accountable Talk, Checks for Understanding, and Critical Thinking.</p> <p>Allocate time for all staff to receive training on topics related to diversity, equity, and inclusion.</p> <p>Support staff in conducting cross-curricular, culturally responsive planning sessions to improve pedagogical practices that support student growth.</p> <p>Teachers will be provided with PLC time to discuss effective teaching strategies (i.e. small group instruction) and student work analysis for the improvement of instruction.</p>	<p>Allotting time for professional development workshops, coaching sessions, and team collaboration. Materials needed to implement strategies or resources from PD.</p> <p>Allotting time for scheduling and teacher conferencing.</p>
<b>Title, I Reading and Math Program Title III ENL Program: Integrated and Stand-Alone Classes.</b>  <b>(September – ongoing)</b>	<p>Title I Reading and Math programs will reflect tiered interventions to support the integrated and stand-alone classes. Students will be identified through data such as DRA, i-Ready Math diagnostic, and NYS assessments – ELA and Math.</p> <p>Title III schedules will reflect the needs of the ELL/MLL population: Stand-Alone classes for students at the Entering and Emerging English language proficiency level and Integrated/Co-Teaching at the Transitioning/Expanding level.</p>	<p>PLC time, schedules to reflect the mandated service minutes as stated in CR Part 154.</p> <p>i-Ready Mathematics program intervention centers – personalized learning path. Benchmark-Advance All Steps to Advance Oral Running Records Phonics Program</p>

## Commitment 1

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to prioritizing social-emotional learning programs that support both academic and behavioral needs of the students, while cultivating a learning environment of affirmation and acceptance.</p>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>During the 2022-2023 school year, there were 76 CSE referrals for new or a change in current special education services. Of these 76 referrals, 16 were for students currently not receiving any services. With the implementation of an increased number of MTSS meetings (initial and follow-up), we are looking to decrease the number of new referrals for the 2023-2024 school year. For students struggling behaviorally, the creation of Functional Behavioral Assessments and Behavior Intervention Plans will pinpoint the targeted behavior(s) and offer strategies to address and support the students during challenging times.</p> <p>We as a learning community are all responsible to ensure that students receive the instructional and social experiences that promote growth and confidence in our students. With a rise in culturally diverse backgrounds in our school community, we are looking to provide social emotional learning through lessons and school-wide initiatives that monitor students' well-being. Students will be supported through restorative practices and a focus on fostering connections with peers to increase awareness of cultures, religions, and ethnicities.</p> <p>In the past, there was a PBIS behavior matrix that outlined expectations and conduct of student behavior. During the 2022-2023 school year, we began to have "Jaguar of the Month" assemblies to highlight certain character traits that students exemplified and provided award certificates to them, such as respect and friendship. Next year, we want to create a PBIS system where students earn "paws" and receive rewards for exemplifying specific character traits daily to increase positive student behavior and reduce out-of-classroom referrals.</p> <p>Student interviews provided feedback on the importance of being heard by support staff when they were dealing with social emotional issues. The most helpful part for students in a lesson was during discussion where they shared their point of view with their teacher. This shows it is essential to continue fostering an inclusive learning environment where accountable student talk is evident. In student interviews, the students stated that they enjoyed</p>



## Commitment 2

restorative circles because it allowed them to discuss their feelings in a safe place.

## Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	Conference anecdotes; student, staff, and parent surveys; PTA member involvement; behavioral and attendance data referrals.	Implementation of approved SEL program (PBIS program) in all grade levels to reward positive behaviors. The Pupil Support Team, with the help of school staff, will aide in the implementation of the scheduled program and to address instances of disrespectful speech, unacceptable behaviors, and collaborative discussion on how to open conversations with their peers/parents/guardians. This will take place in a restorative reflection area dedicated to supporting students' well-being. By June 2024, we are looking to see a 5% reduction of first-time referrals for support services. An increase in student attendance that meets or exceeds the district average monthly rate by 4%.	

## Commitment 2

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

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	Do you feel you have the chance to have your voice heard by teachers, staff, administration, and peers?	60% or higher with responses of very strong/strong.	
<b>Staff Survey</b>	Do you feel comfortable with student-led instruction so they can drive their own learning?	60% or higher with responses of very strong/strong.	
<b>Family Survey</b>	Do you feel that your child's concerns and suggestions are heard and accepted by their teachers?	60% or higher with responses of very strong/strong.	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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

<b>Mid-Year Benchmark(s)</b>	<p>Conference anecdotes; student, staff, and parent surveys; PTA member involvement; behavioral and attendance data referrals.</p>	<p>If the data depicts the desired impact, we hope to hear through teacher, student and parent surveys, and communication tools put in place, that students are experiencing stronger student-to-student relationships because of MTSS interventions. By January 2024, we are looking to see a 2.5% reduction of first-time referrals for support services.</p> <p>An increase in student attendance that meets or exceeds the district average monthly rate by 2%.</p>	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

<b>Early Progress Milestones</b>	<b>What data will we be reviewing?</b>	<b>What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)</b>	<b>What we ended up seeing (<i>complete six to ten weeks into the school year</i>)</b>
<b>Student Data</b>	<p>Attendance and behavioral data.</p> <p>Individualized behavioral plans.</p>	<p>School-based MTSS teams will help monitor the behavioral progress of students which will decrease the number of student referrals.</p> <p>A list of available intervention strategies based on data analysis results that show evidence through meetings and discussions.</p> <p>Implementation of Tier I and Tier II intervention – ongoing.</p>	

## Commitment 2

<b>Adult/Schoolwide Behaviors and Practices</b>	<p>Parent conferences.</p> <p>Team consultants.</p> <p>Anecdotal notes.</p> <p>Walkthrough notes.</p>	<p>Tools for developing indicators to assess the effectiveness of Tier I and Tier II interventions.</p> <p>Restorative practices to build and repair relationships, prioritize student agency, and de-emphasize punitive discipline in favor of communication to resolve conflict.</p> <p>Regular MTSS meetings monitoring interventions and supports.</p> <p>Team building activities.</p>	
<b>Student Behaviors and Practices</b>	<p>Attendance and behavioral data.</p> <p>Individualized behavioral plans.</p> <p>Implementation of MTSS interventions.</p>	<p>Monitor the frequency of students who are receiving early warning interventions, and consider practices that are effective. We hope to see a reduction in referrals by the implementation of the interventions.</p>	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<p><b>Schoolwide Positive Behavior Intervention System (PBIS).</b></p> <p><b>(September – ongoing)</b></p>	<p>Implementing an approved SEL program in all grade levels. The Pupil Support Team, with the assistance of school staff and PTA, will aide in the implementation of the scheduled program and to address instances of disrespectful speech, unacceptable behaviors, and collaborative discussion on how to open conversations with their peers/parents/guardians.</p>	<p>All staff receives training and resources to implement the program.</p> <p>Implementing this program properly would require an SEL program coordinator,</p>

Commitment 2

	Students will be provided with “paws” to acknowledge their positive behavior and character development. Students will earn rewards weekly based on the number of “paws” they receive.	and the Pupil Support Team (Social Worker, Psychologist, Guidance Counselor, CSE liaison).
<b>Increasing student-led engagement and collaborative learning.</b>  <b>(September – ongoing)</b>	Students will develop their active listening and communications skills to work collaboratively with others. For example, students will utilize accountable talking stems and conversation starters to initiate conversations with their peers during classroom instruction.  Students can discuss or participate in community services through a student government program.	Student organization with membership from each grade level and a mentor to facilitate meetings and activities. Professional Learning Communities such as PLC/ planning team meetings to discuss strategies that were successful experiences for students.
<b>MTSS Team Collaboration</b>  <b>(September – ongoing)</b>	Meetings (MTSS) and collaboration of teachers, families, and support staff to discuss academic and behavioral support of students. A follow-up meeting will take place within 6-8 weeks to review the effectiveness of the interventions discussed during the previous meeting, and implement new interventions as needed. Meetings and workshops will be held to support parents/guardians with their child’s academic and social needs that is led by pupil support team.	Curriculum data results, Pupil Support Team (Administration, Social Worker, Psychologist, Guidance Counselor)  Predetermined schedules for parent/guardian meetings.
<b>Increase school trips.</b>  <b>(October – ongoing)</b>	Classes will visit historical landmarks and other sites that will foster cultural identity. Plan events within the school building.	Fundraising, communication with community –based organizations.

## 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 2023-24?</b></p>	<p>We are committed to developing multiple means of ongoing family engagement to ensure alignment between the families' expectations and values, and the school's expectations and values. This will promote families' investment in the learning community and create an inclusive environment for all students.</p>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Parent involvement and engagement are essential in student achievement. We want to build a meaningful collaboration with the community that is inclusive and welcomes all stakeholders, regardless of race, culture, language, and class. This requires a solid foundation with community-based organizations, whose resources can provide support to our teachers, students, and families.</p> <p>According to the student interviews, students feel that the staff understand them and take time to get to know them. Students feel connected to School 17 and enjoy coming to school each day. We will continue to build on these positive connections to ensure that members of the learning community feel comfortable and accepted.</p> <p>According to the School 17 diversity, equity, and inclusion metrics from 2021-2022, only twenty-eight percent of families completed the survey, which could signal parents/guardians did not feel ownership or welcomed. Also, out of a school of approximately 350 students, there were only 63 PTA members enrolled this year. We have had at least seven PTA meetings this year and averaged ten or less participants at each meeting. Building strong family connections and involvement in our school is vital to improving the culture of our learning community and increasing family engagement.</p> <p>The Equity Self-Reflection allowed teachers to consider how we can incorporate the cultures and languages represented in our diverse community. We can focus on building project-based learning that focuses on a culture a month and use this to collaborate with families by organizing cultural community-based activities and learning experiences. We want to host community speakers and guests to ensure meaningful connections with the real world. As our ELL/MLL population continues to grow, it is essential that we can ensure a safe, accepting, and secure learning environment.</p> <p>According to The Equity Self-Reflection, supporting students with more in depth/themes/content-related research to support an</p>

### Commitment 3

	<p>inclusive curriculum is necessary to ensure opportunities for students to learn about perspectives beyond one's own scope. The Equity Self-Reflection caused us to consider how we can address creating a welcoming and affirming environment where we can foster parent-student relationships, as well as teacher-family relationships to help students meet their academic goals.</p>
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## Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	<p>Establish a calendar of monthly cultural activities/foci.</p> <p>Establish a network of community organizations.</p> <p>Establish rapport and positive relationship with families to bring awareness of diverse cultures.</p> <p>School-wide displays of different colleges and careers.</p>	<p>Increase in parent involvement and engagement through building school staff capacity to develop effective partnerships to support student achievement.</p> <p>Improvement in communication through enhanced technological resources to enable families who cannot actively participate because of language barriers.</p> <p>We hope to see an increase in parental participation in the family survey by 5% in June 2024, and an increase in attendance at family activities throughout the school year by 10% in June 2024.</p>	

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

Commitment 3

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
<b>Student Survey</b>	Students will treat each other with respect and help each other learn.	40% or higher with responses of very strong/strong.	
<b>Staff Survey</b>	Collectively, the staff will feel responsible for helping students develop and learn within the learning environment.	35% or higher with responses of very strong/strong.	
<b>Family Survey</b>	Involves parents in the development of programs aimed at improving students' academic outcomes.	35% or higher with responses of very strong/strong.	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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 3

<b>Mid-Year Benchmark(s)</b>	Student/parent surveys.	Engagement efforts focused on an inclusive and welcoming school environment for all families.	
	Title I parent/student Compacts.	Expanding opportunities for involvement and empowerment with caregivers and community-based organizations whose resources provide much-needed support to our students and families.	
	Parent workshops incorporating cultural and curricular-based activities.		
	Partnership with community stakeholders to engage in music, art, and gym.	Improving communication through school-wide events and activities.	
	Workshops for families on how to support students in future education and career choice.	We hope to see an increase in parental participation in the family survey by June 2024, and an increase in attendance at family activities throughout the school year by 5% in January 2024.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? ( <i>Identify Quantitative Data or Qualitative Descriptors in this space</i> )	What we ended up seeing ( <i>complete six to ten weeks into the school year</i> )
<b>Student Data</b>	Student engagement, parent/ guardian sign-ins.	Consistent use of strategic instruction applied in academic and behavioral settings based on parental involvement and support during Open House, parent phone calls and open communication with families.	
	Communication logs.		
	Verbal feedback methods.		

### Commitment 3

<b>Adult/Schoolwide Behaviors and Practices</b>	Parent attendance at workshops.	Increase in student-community partnerships.	
	Parent-teacher conferences.	Identify and encourage family members to participate in school decision making teams such as PTA.	
	Open House.	Career development activities, with a focus on career readiness and civic engagement.	
	Parent surveys.	Dates established, planned, and disseminated to staff of activities involving family engagement activities through a calendar of events.	
<b>Student Behaviors and Practices</b>	Behavioral plans (schoolwide, classroom, individualized.)	Increase of student engagement in project-based learning and decrease in behavior referrals to Pupil Support Team.	

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Cultural/Heritage Recognition &amp; Multicultural Day.</b>  (September – ongoing, Multicultural Day date TBA)	Teachers will design and implement activities that explore diverse cultures in our school community. Families and community members will be invited to participate.  A day for students, staff, families, and community members to celebrate the diverse cultures of the community.	Parent/family involvement, grade-level collaborations, calendar with specific cultural acknowledgement.  School-wide displays, projects, presentations, community speakers and assemblies.
<b>Community partnerships.</b>	Making connections with members of the community to foster relationships. Inviting speakers to discuss real world topics.	Field trips, community speakers, hands-on projects.

Commitment 3

<b>(September – ongoing)</b>		
<b>College and Career Readiness.</b>  <b>(September – ongoing, College &amp; Career Day specific date TBA)</b>	<p>Students will engage in activities and projects with a focus on career and college readiness. Families will present their careers and students will be introduced to new careers (i.e. career day).</p>	<p>Families and community volunteers to speak and present.</p>
<b>Include Increased opportunities for parental involvement.</b>  <b>(September – ongoing)</b>	<p>Parents/Guardians invited to volunteer with class projects and activities. Parents will be encouraged to share their voice in the school environment. Parents come to school to celebrate students' achievement.</p> <p>Once per month, families will engage in PTA meetings in the morning and/or evening. Families will also work with their child's teacher to complete in-school activities on an assigned day per month (i.e. 17<sup>th</sup> day – School 17).</p>	<p>Funding for supplies for projects and activities. Increase in communication tactics such as Class Dojo, connect ed calls, social media, and paper-based communication.</p>
<b>Collaboration of parents/guardians with Title I / Title III program.</b>  <b>(September – ongoing)</b>	<p>Teachers will support parents and family members of Title I and Title III students by providing materials and training to help parents work with their children to improve their achievement level.</p>	<p>Parent workshops.</p> <p>Teachers will share information about school and parent related programs, meetings, and other activities.</p>
<b>Collaboration of parents/guardians with the School 17 Parent Teacher Association (PTA).</b>  <b>(September – ongoing)</b>	<p>Parents and guardians will participate in instructional activities in our school, events, and other extra-curricular activities. They will provide support to their children and school, and be part of their child's learning process.</p>	<p>Increased availability for PTA in-person and Zoom meetings; monthly activities across grade levels; PTA meetings centered around literacy and mathematics, and the Yonkers Basics.</p> <p>Fundraising and donations, and monthly activities sponsored by the PTA</p>

Commitment 3

		(i.e. book fair, raffles, fall and spring pictures).
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## Commitment 4

## 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:

**X 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>	Professional Learning Communities
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment 1- We are committed to ensuring instructional rigor for all students by delivering a high-quality education that enables students to grow as independent learners, critical thinkers, and achieve higher expectations through cross-curricular lessons with a focus on ELA and Math.
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	<p>PLCs support improvements in practice along with student learning gains. If our PLC is successful, it will have explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through joint study of research literature.</p> <p>During the envision, analyze and listen process, the team learned that there is a need for opportunities for growth in centering students. This includes: students taking the initiative for their own development, thinking critically, actively listening, and participating fully and acquire decision making and leadership skills. During the envision, analyze and listen process, the team learned that there is a need for opportunities for growth in organizing adults. This includes: focusing on turnkeying workshops consistently sharing best practices, and targeting meaningful professional</p>

## Evidence-Based Intervention

	<p>development opportunities and collaboration with peers.</p> <p>During the envision, analyze and listen process, the team learned that there is a need for opportunities for growth in linking teaching and learning. This includes: recognizing cultural similarities and differences in the school community and using it to enrich the learning environment, and an increased family involvement in the school community.</p>
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## ☐ 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)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</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)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</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 "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

### 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
Jonathan Cartica	Principal
Kim Urban	Assistant Principal
Lisa Santuzzi-Trippodo	Title I Reading Teacher
Amanda Nigro	ELT Enrichment Teacher
Martina Carravetta	ENL Teacher
Irene Romanello	ENL Teacher
Maria Newman	Teacher Representative (Pre-K – 2)
Kori Kempf	Teacher Representative (3-6)
Christine Fennell	Data Liaison
Sharon Baker	Special Education Teacher/Liaison
Alessandra Laino	Special Education Teacher
Amanda Camerino	Special Education Teacher
Daniel Romano	School Counselor
Edith Hernandez	PTA/Parent Representative
Mia Hernandez	PTA/Parent Representative

## Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Equity Self-Reflection	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/8/23		X						
5/10/23	X			x				
5/15/23				X	X			
5/17/23					X			
5/24/23					X			
5/31/23			X				X	X
6/1/23			X				X	X
6/2/23			X				X	X
6/9/23			X				X	X
6/12/23			X				X	X
6/13/23			X				X	X
5/9/23						X		
5/10/23						X		
5/11/23						X		
5/17/23						X		

## Learning As a Team

### Directions

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

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

Students were asked questions related to their opinions regarding the school community, academic instruction and SEL support. The students answered questions anonymously on a piece of paper and then the school counselor created a document analyzing and writing up the collaborative data. In accordance with the Instructional Foci for Yonkers Public Schools, students were encouraged to take initiative for their own development, think critically, actively listen, participate fully, and acquire decision-making and leadership skills.

Students stated a desire for morning check-ins before the start of the school day, which gave them the opportunity to voice any concerns or any matter that might require the attention of the Pupil Support Staff. If there was a conflict or disagreement amongst students, restorative circles were utilized, and students were encouraged to express their feelings openly and honestly about their perspectives regarding the situation. Students appreciate a safe forum to voice their feelings. Students wanted to become involved in community service activities, such as planting a tree or cleaning up a park. Students also enjoyed sharing their point of view with their peers and teacher. They also asked for more time to collaborate with their peers during instructional lessons.

Students shared their ideas for making academics more exciting and engaging by having a voice in choosing topics for lessons, having a choice in their learning, and having curriculum content in the form of games or more creative learning tasks.

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
  - b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
  - c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
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 adjust 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.