

**School Comprehensive Education Plan**

2024-25

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| District | School Name | Grades Served |
| Yonkers Public Schools | Robert C. Dodson | PK - 8 |

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| Collaboratively Developed By: |
| The Robert C. Dodson SCEP Development TeamRomulo Ramirez, Crystal Arvelo, Angela Manekas, Gretchen Overman, Julie Loza, Maria Valdovinos*And in partnership with the staff, students, and families of Robert C. Dodson* |

# COMMITMENT 1

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We are committed to reducing the number of chronically absent students. |
| **SMART Goal** | By June 2025, we will reduce the number of chronically absent students by 10%. |
| **Why are we making this Commitment?***Things to potentially take into consideration when crafting this response:** *How does this Commitment fit into what we envision for the school?*
* *How does this Commitment relate to what we heard when listening to others?*
* *How does this Commitment connect to what we observed through analysis?*
 | There is a clear link between attendance and student achievement. At Dodson, we have several students that have been labeled as “chronically absent” and the data collected shows that these students are mostly in our Pre-Kindergarten. While our number of chronically absent students has decreased with some initiatives that we put in place in the 2023-24 school year, it is still significantly high and must continue to be addressed. This commitment will address chronic absenteeism while also educating families about the importance of attendance, especially in the areas of Pre-K and Special Education. Teachers regularly express concerns as students miss vital learning at the Pre-K level and miss their mandated services in Special Education. This commitment fits into the schools’ vision to work collaboratively with parents and the community to enable our students to become productive citizens by promoting lifelong learning, academic excellence, intellectual curiosity, creativity, self-esteem, and mutual respect.  |

Key Strategies

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

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| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**  | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?*Consider both data trends observed and student interview responses.**For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| Focus on Pre-Kindergarten and Special Education classes, increasing parent communication to ensure that they understand the importance of attendance | [ ]  NEW[ ]  EXPAND[ ]  REFINE | Our attendance data shows that attendance rates for Pre-Kindergarten and Special Education classes are the lowest across the school. In conversation with teachers and parents, it is apparent that parents need additional information about attendance and how it affects students learning and services.  |
| School-wide Incentives for attendance | [ ]  NEW[ ]  EXPAND[ ]  REFINE | This year we began an attendance incentive, where classes were celebrated for having the best attendance. Students were also individually celebrated on a school bulletin board. This created excitement among students and teachers and an improvement in attendance that we would like to expand to begin in September.  |
| Attendance Team | [ ]  NEW[ ]  EXPAND[ ]  REFINE | Currently, administration, our PowerSchool clerk and Pupil Support Team each keep track of attendance and follow up with students and families as necessary to address absences. We will refine this by being clearer with the delegation of grade levels to monitor and having monthly meetings to discuss students of concern and interventions.  |

Implementation

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| **KEY STRATEGY 1** | Focus on Pre-Kindergarten and Special Education classes, increasing parent communication to ensure that they understand the importance of attendance. |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Parent assemblies to address the following topics:For Pre-K Classes:* Attendance in Pre-K counts, even if it is “optional”
* Scheduling of appointments
* Curriculum and learning by month

For Special Education Classes:* Services that students receive – what are their schedules for speech, OT, PT, ENL etc. and how do absences affect the time they receive in these services
* Review of data and learning gaps to emphasize the importance of not missing learning
 | [ ]  by EPM  |
| Sickness Awareness Campaign – In collaboration with the school nurse we will have information available for parents throughout the different seasons of the symptoms that require students to stay home and symptoms that are less serious where students can be sent to school.  | [ ]  by EPM  |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Pre-Kindergarten classroom teachers, PK – 2 Assistant Principal, School Nurse, PowerSchool clerk, schedule and space (Pre-K classrooms) for monthly parent assemblies,  |
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| **KEY STRATEGY 2** | School-wide Incentives for attendance |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Bulletin board for perfect attendance – A bulletin board will be created in the main hallway and updated monthly, listing the names of students who have achieved perfect attendance for the previous month.  | [ ]  by EPM  |
| Perfect attendance awards – During monthly, grade-level assemblies, students with perfect attendance for the month will be celebrated and given a certificate. | [ ]  by EPM  |
| School-Wide “Class of the Month” - Each week we will monitor class attendance and include in the morning announcements the classes from each floor (PK – 2, 3 - 5, and 6 – 8) with the best attendance for the week. At the end of each month the class with the best overall attendance from each floor will be recognized and given a prize (extra recess, popcorn party, movie in the auditorium, etc.) | [ ]  by EPM  |
| Classroom incentives – Teachers will be encouraged to establish classroom incentives around attendance. When classes have 100% attendance, students should be celebrated in a way of the teachers’ choosing. | [ ]  by EPM  |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Scheduling of monthly assemblies to celebrate attendance, monitoring of attendance (PowerSchool clerk must print out weekly reports), Attendance certificates, supplies to create and maintain bulletin board |
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| **KEY STRATEGY 3** | Attendance Team |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Distribution of responsibilities - An attendance team consisting of all Administration, School Psychologist, Social Worker, Guidance Counselor and the PowerSchool clerk will be established. Each team member will be assigned a grade level that they are responsible for. The PowerSchool clerk will print reports of chronically absent students and team members will be responsible for contacting parents. | [ ]  by EPM  |
| Monthly meetings – The team will meet monthly to review data and discuss students of concern. It will be important to note parents’ reasons for students’ absences and analyze trends (appointments, vacations, sickness, etc.) | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Attendance team (Administration, School Psychologist, Social Worker, Guidance Counselors, and PowerSchool Clerk), monthly reports, meeting schedule. |
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Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

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| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **1 – Focus on Pre-K and Special Education students** | Review of the list chronically absent students in Pre-K and Special Education classes, comparing BOY to 10 weeks | We expect to see that the rate of chronically absent students decreases, especially in Pre-K and Special Education classes.  |  |
| **2- School-wide incentives** | Review absences across the school  | We expect to see all staff participating in and/or promoting attendance initiatives. We will also look for a pattern between the absentee rate and the classes who are genuinely implementing incentives.  |  |
| **3- Attendance team** | Attendance team logs | We expect to see that all attendance team members are actively engaged in attendance initiatives (making phone calls, following up with teachers, having meetings, etc.) |  |

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

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

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|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Chronic absenteeism report on PowerSchool | We hope to see a reduction in our percentage of chronically absent students, especially in Pre-K and Special Education classes.  |  |
| **End-of-the Year Targets** | Chronic absenteeism report on PowerSchool | We hope to see a reduction in our percentage of chronically absent students, especially in Pre-K and Special Education classes. |  |

### Spring Survey Targets

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

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|  | Survey Question(s) or Statement(s) | 2023-24 data if available*(e.g., % agree or strongly agree)* | Desired response*(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | Overall, how much do you feel like you belong at your school? | 77% | 80% |  |
| Staff Survey | On most days, how enthusiastic are the students about being at school? | 70% | 73% |  |
| Family Survey | To what extent do you think children enjoy going to your child’s school? | 73% | 76% |  |

# COMMITMENT 2

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We are committed to developing teacher practice around collaborative learning strategies to increase opportunities and outcomes for each student. |
| **Smart Goal** | By June 2025, we will decrease the number of teachers rated developing in APPR standards: 2.2.B, 3.2.B, 3.5.A by 10%. |
| **Why are we making this Commitment?***Things to potentially take into consideration when crafting this response:** *How does this Commitment fit into what we envision for the school?*
* *How does this Commitment relate to what we heard when listening to others?*
* *How does this Commitment connect to what we observed through analysis?*
 | During our meeting with staff, when discussing less effective schoolwide practices surrounding teaching and learning, a common theme was weakness in student collaboration and mostly teacher directed learning. When analyzing 2023-24 APPR data, we looked at three indicators (2.2.B, 3.2.B, 3.5.A) around collaboration and found that there are opportunities to make improvements in these areas.Improving teacher planning and facilitation around student collaboration will also offer opportunities for students to engage in and initiate problem solving, specifically open-ended math tasks. We envision that our school is a community where all stakeholders are learners and can grow and improve.Data: Staff Trac Areas of Challenge Report, Observation Score Averages ReportEOY 23-242.2b = 11 developing ratings, 2.965 avg 3.2b = 14 developing ratings, 2.767 avg3.5a = 9 developing ratings, 2.925 avg |

Key Strategies

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

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| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**  | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?*Consider both data trends observed and student interview responses.**For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| Professional Development for Teachers | [ ]  NEW[ ]  EXPAND[ ]  REFINE | Based on a review of teachers’ APPR scores, we have noticed lower overall scores on indicators that relate to student collaboration. We believe that through PD focused on the identified indicators (2.2b, 3.2b and 3.5a) teachers can develop their practice around student collaboration. |
| Intervisitations | [ ]  NEW[ ]  EXPAND[ ]  REFINE | Teachers will engage in intervisitation cycles to give and receive peer feedback aimed at improving teacher implementation of student collaboration strategies. |
| Observations by Administration | [ ]  NEW[ ]  EXPAND[ ]  REFINE | Administrators will reflect on walkthrough and formal observation data with a focus on planning and facilitation of student collaboration, improved questioning that fosters critical thinking and opportunities for problem solving. |

Implementation

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| **KEY STRATEGY 1** | Professional Development |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| When creating our PD calendar for the 2024-25 school year, we will have five PDs focused on collaborative learning strategies.* September – Beginning of the year PD to focus on the APPR rubric, review teacher performance data, and norm expectations for each of the three indicators of focus.
 | [ ]  by EPM [ ]  by MYB |
| * Between October – December – Two PD sessions to focus on the indicators / reflect
 | [ ]  by EPM [ ]  by MYB |
| * Between January – April – Two PD sessions to focus on the indicators / reflect
 | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Scheduling, developing, and facilitating professional learning opportunities focused on collaborative learning strategies (2 per cycle) |
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| **KEY STRATEGY 2** | Intervisitations |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Create intervisitation teams and norms for peer intervisitations | [ ]  by EPM [ ]  by MYB |
| Once per cycle, teams will conduct intervisitation walk-throughs. | [ ]  by EPM [ ]  by MYB |
| Once per cycle, teams will reflect on intervisitation walk-throughs. | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Create intervisitation teams and norms. Schedule time for teams to prepare, walkthrough and reflect. |
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| **KEY STRATEGY 3** | Observations |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| During grade team meetings, administrators will share resources and emphasize the importance of planning for student collaboration. | [ ]  by EPM [ ]  by MYB |
| During the walkthroughs, administrators will “look for” evidence of student collaboration and incorporate it into write-ups. | [ ]  by EPM [ ]  by MYB |
| For formal observations, administrators will discuss plans for student collaboration during the pre-conference and during the observation will focus on indicators 2.2b, 3.2b and 3.5a.  | [ ]  by EPM [ ]  by MYB |
| Administrators will include evidence of planning for student collaboration and implementation of student collaboration in formal observation write-ups. | [ ]  by EPM [ ]  by MYB |
| During post-observation conferences, staff and administrator will reflect on evidence of student collaboration during the observation. | by EPM [ ]  by MYB |
| Administrators will use StaffTrac reports to reflect on implementation of student collaboration by grade-band and schoolwide. | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Scheduling of pre/post observation conferences, administrator meetings for reflecting on StaffTrac observation data. |
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Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

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| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Professional Development** | Staff PD Reflection Form | Positive staff ratings (highly relevant/moderately relevant) on Professional Development Evaluation Form  |  |
| **Intervisitations** | Teams/Norms are created | Staff “buy-in” for participating and hosting intervisitations |  |
| **Observations** | 1st Walkthrough data, possibly early formal observations | Evidence of planning for and implementation of student collaboration  |  |

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

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

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|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | StaffTrac | Improvement of staff wide ratings of highly effective and effective in indicators (2.2b, 3.2b and 3.5a) that support evidence of planning for and implementation of student collaboration. Improve each indicator’s average 0.1% (mid-year) |  |
| **End-of-the Year Targets** | Staff Trac | Improvement of staff wide ratings of highly effective and effective in indicators (2.2b, 3.2b and 3.5a) that support evidence of planning for and implementation of student collaboration. Improve each indicator’s average 0.25% (end of year) |  |

### Spring Survey Targets

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

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| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available*(e.g., % agree or strongly agree)* | Desired response*(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | How often do your teachers seem excited to be teaching your classes? | 83% (Grades 3-5)48% (Grades 6-8) | 85% (Grades 3-5)53% (Grades 6-8) |  |
| Staff Survey | How often do you see students helping each other without being prompted? | 70% | 73% |  |
| Family Survey | How motivating are the classroom lessons at your child’s school? | 63% | 67% |  |

# COMMITMENT 3

Our Commitment

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| **What is one Commitment we will promote for 2024-25?** | We are committed to demonstrating growth on the MAP (Grades K-2) and NYSED ELA assessment (Grades 3-8) with a focus on our Multilingual Learner population. |
| **Smart Goal** | By June 2025, the number of students demonstrating proficiency on:* The NYS ELA exam will increase by 4%
* MAP testing scores (K-2) will increase by 4%
 |
| **Why are we making this Commitment?***Things to potentially take into consideration when crafting this response:** *How does this Commitment fit into what we envision for the school?*
* *How does this Commitment relate to what we heard when listening to others?*
* *How does this Commitment connect to what we observed through analysis?*
 | As a school that services students in Pre-Kindergarten through eighth grade, our goal is to give them the tools they need to ultimately be successful in high school. A key skill that we expect students to leave each grade with is the ability to read on grade level. Commitment 3 comes from data analysis of previous years' NYSED assessments and beginning of the year DRA assessments that show that our students are not entering third grade reading on grade level and eventually falling farther behind as they progress through the grades. These assessments also show that our Multilingual Learners, which make up a large part of our population here at Dodson, are performing far below our monolingual learners, even in their home language. Teachers and parents have also expressed concern about students’ struggles with reading on grade level. In focusing on ELA, we hope to demonstrate growth across all groups, but specifically with our Multilingual Learners. |

Key Strategies

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

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| --- | --- | --- |
| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**  | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?*Consider both data trends observed and student interview responses.**For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| Review of curriculum | [ ]  NEW[ ]  EXPAND[ ]  REFINE | Consider - What are the gaps in our curriculum that are leading to the results we see in state assessments?As we enter our fourth year of using the Benchmark curriculum, we have concluded through data analysis and collaboration with classroom teachers, that there are adjustments that need to be made in order to meet the needs of our students in a more targeted manner.  |
| “Target Ten” - Identify ten students in each class that will receive targeted instruction in the classroom and through outside providers (AIS) | [ ]  NEW[ ]  EXPAND[ ]  REFINE | There are students who miss scoring as “proficient” by a few points or students that, with extra support and attention, can achieve proficiency. By clearly identifying these students, teachers can target instruction, tailoring it as necessary to meet their needs and congruence meetings can be more focused.  |
| Assessments throughout the school year with goals | [ ]  NEW[ ]  EXPAND[ ]  REFINE | Monthly assessments/BOY/MOY/EOY assessments (MAP and iReady) take place and are reviewed. The analyzing of data will be intentional and will include goal setting.  |

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

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| **KEY STRATEGY 1** | Review of curriculum |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| During congruence time we will review components of Benchmark (whole group, small group, reader’s theater, etc.) to utilize the resources more effectively with tiered interventions.  | [ ]  by EPM [ ]  by MYB |
| Planning time will be scheduled for ENL and classroom teachers to review and revise curriculum.  | [ ]  by EPM [ ]  by MYB |
| Data will be analyzed 3 times a year during professional development time to examine results and make/update interventions plans.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Benchmark materials, scheduled planning time (weekly congruence, afterschool professional development)  |
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| **KEY STRATEGY 2** | “Target Ten” |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Teachers will review data from BOY assessments (MAP, iReady) and 2024 NYSED assessments and identify ten students who are approaching grade level. These students will become target students who we will follow up on during congruence meetings. | [ ]  by EPM [ ]  by MYB |
| Congruence once a month will focus on our target students – review assessments, assignments, parent contact, etc.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Target 10 sheet, Assessment data, congruence time to analyze data, portfolio for target students (online or hardcopy) |
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| **KEY STRATEGY 3** | Assessments throughout the school year with goals |

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| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Review data from spring 2024 NYS ELA and NYSESLAT assessments, compare yearly data from 2023 to 2024. | by EPM [ ]  by MYB |
| In the beginning of the year, we will compare growth and achievement from Spring 2024 to Fall 2024 MAP growth data and iReady. In K-2 students will also take a BOY “reading benchmark”, we will analyze assessment data. We will set data driven goals in ELA.  | [ ]  by EPM [ ]  by MYB |
| In the middle of the year, we will compare growth and achievement from Fall 2024 to Winter 2025 MAP growth data and iReady. We will assess progress towards set data driven goals in ELA and revise goals as needed.  | [ ]  by EPM [ ]  by MYB |
| In the end of the year, we will compare growth and achievement from Winter 2025 to Spring 2025 MAP growth data and iReady. In K-2 we administer and analyze EOY "reading benchmark” assessment Data. We will assess progress towards set data driven goals in ELA and revise goals as needed and plan for the 2025-2026 school year.  | [ ]  by EPM [ ]  by MYB by EOY |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

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| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Scheduling congruence and professional development time to analyze assessment data and create goals and schedule time for conducting assessments. |
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Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

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| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| Review of curriculum | Use of Benchmark curriculum resources | Teacher implementation of Benchmark resources that were addressed in congruence and professional learning. |  |
| “Target Ten” | MAP GrowthNYS ELANYSESLAT“reading assessments”Teacher observation | With targeted instruction, these targeted students will demonstrate consistent growth. |  |
| Assessments throughout the school year with goals | MAP GrowthNYS ELANYSESLAT“reading assessments” | We hope to see student growth. |  |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Winter MAP | We hope to see an increase  |  |
| **End-of-the Year Targets** | Spring MAP/iReady | We hope to see an increase  |  |

### Spring Survey Targets

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available*(e.g., % agree or strongly agree)* | Desired response*(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | How well do people at your school understand you as a person? | 56% (3-5)46% (6-8) | 59%49% |  |
| Staff Survey | How optimistic are you that your school will improve in the future? | 53% | 56% |  |
| Family Survey | How motivating are the classroom lessons at your child’s school? | 63% | 66% |  |

# COMMITMENT 4

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2024-25?** | We are committed to developing a writing program to meet all our students’ needs, focusing on our Multilingual Learner population. |
| **SMART GOAL** | By June 2025, we will increase the number of students that score commanding by 5% on the New York State NYSESLAT. |
| **Why are we making this Commitment?***Things to potentially take into consideration when crafting this response:** *How does this Commitment fit into what we envision for the school?*
* *How does this Commitment relate to what we heard when listening to others?*
* *How does this Commitment connect to what we observed through analysis?*
 | At Dodson, our population is 88% Hispanic, with ---- of 783 students identified as Multilingual Learners. As a school with the Transitional Bilingual Education (TBE) program, we envision creating a community for our Multilingual Learners, including our Newcomers, where they feel comfortable with and are successful in their use of the English language. A TBE program fosters students' home language while transitioning them into monolingual classes. This commitment aligns with that goal.When we listen to our teachers, across the bilingual and monolingual classes, a major area of struggle for students is writing. This is also reflected in our NYSESLAT data, which shows that students score lowest in the writing section. Teachers have expressed concerns about our current writing curriculum and the need to modify it to meet our students' needs. In analyzing the rubrics used to score students’ writing on the NYSESLAT, there are gaps within our curriculum that we need to fill, especially in the upper grades where basic grammar is not always a focus. |

Key Strategies

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

|  |  |  |
| --- | --- | --- |
| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**  | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?*Consider both data trends observed and student interview responses.**For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| Professional Development | [ ]  NEW[ ]  EXPAND[ ]  REFINE | According to the NYSESLAT Data, our Multilingual learners demonstrated challenges in the writing portion of the assessment. In addition, teacher's classroom assessments have reflected a struggle in the development of well formulated writing responses to Informational texts. We will collaborate with the district to schedule trainers to provide professional development for our teachers with a focus on writing and MLL’s students.  |
| PLC for ENL Teachers | [ ]  NEW[ ]  EXPAND[ ]  REFINE | Our assessments demonstrate that our students are lacking basic foundational skills that are critical in developing writing. Our NYSESLAT and NYS assessments data reflect that: students are struggling to respond to informational texts and develop writing reflective of their current grade level. In addition, expanding students not progressing to commanding making them long-term Multilingual learners.ENL teachers will collaborate in their PLC’s two times a month to analyze data and create strategies that will be implemented to support students such as, providing guidelines for writing, rubrics, checklist and any other strategies that support the language acquisition needs of MLL’s and develop their writing.  |
| Integrated ENL during ELA | [ ]  NEW[ ]  EXPAND[ ]  REFINE | This year we began a more focused implementation on the integrated teaching model for ENL entering, emerging and transitioning students during ELA instruction. ENL and ELA teachers are provided with congruence time during the week to plan and analyze data to support their students in building and accessing their language acquisition skills. Our assessments reflect that our students primary struggle is writing in accordance with NYSESLAT data, therefore, teachers will continue to plan interventions and target areas of need.  |

Implementation

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| --- | --- |
| **KEY STRATEGY 1** | Professional Development |

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| --- | --- |
| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| When creating our Professional Development Plan for the upcoming year, we will partner with our ENL teachers to provide professional development for teachers about targeted strategies for developing the writing of our students, specifically our Multi-Lingual Learners.  | [ ]  by EPM [ ]  by MYB |
| Professional learning will provide teachers with writing strategies that support Multi-Lingual Learners within their classes that are practical in September. | [ ]  by EPM [ ]  by MYB |
| We will provide ongoing professional development on various stages of writing with a focus on MLL’s on: Prewriting Stage, Drafting Stage and Revising and Editing Stages. | [ ]  by EPM [ ]  by MYB |
| We will collaboratively create a vertical writing pacing calendar, grade-wide prompts, beginning of the unit writing sample, and end of unit culminating task. | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

|  |
| --- |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Planning for professional learning, Benchmark writing curriculum, writing resources, time to create schoolwide writing resources. |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 2** | PLC for ENL Teachers |

|  |  |
| --- | --- |
| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| The team of ENL teachers will meet as a professional learning community throughout the year that is student focused and inquiry based.  | [ ]  by EPM [ ]  by MYB |
| ENL teachers will engage in learning walks and intervisitations to implement best practices.  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |
|  | [ ]  by EPM [ ]  by MYB |

|  |
| --- |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Scheduled time for intervisitations and debriefs. |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 3** | Integrated ENL during ELA |

|  |  |
| --- | --- |
| IMPLEMENTATIONWhat is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| At the end of the 2023-24 school year, ENL teachers will begin planning for the upcoming school year. They will map out Benchmark writing curriculum from grades 2-6 and plan the September writing.  | [ ]  by EPM [ ]  by MYB |
| Teachers will collaborate during congruence to plan lessons that support the language acquisition needs of students. | [ ]  by EPM [ ]  by MYB |
| Teachers will analyze data initially and periodically to determine the level of support students require and to target areas of need. | [ ]  by EPM [ ]  by MYB |

|  |
| --- |
| RESOURCESWhat resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Teachers will be provided with congruence time to analyze data and plan lessons, professional development focusing on strategies that support language acquisition and targeted interventions.  |
|  |

Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| Professional Development  | We will be analyzing data from the writing portion of the Spring NYSESLAT assessment and open responses from the NYSED assessments.  | We hope to find trends that we can target through specific and intentional professional development training to support students in progressing in their writing skills.  |  |
| PLC for ENL Teachers | ENL teachers will collaborate to gather data on long term MLL’s and the patterns that are evident to target.  | We hope to see collaboration amongst teachers using an inquiry-based approach to target MLL’s using strategies that support language acquisition. In addition, the implementation of best practices to determine what is effective and what needs to be revisited to support student learning and teacher growth.  |  |
| Integrated ENL during ELA | We will review the prior year's co-teaching models of instruction successes and areas of growth.  | We hope to provide more insight and clarification to the various integrated teaching models for various subjects/lessons and which would be most effective in different subjects/class structures.  |  |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | We will be reviewing beginning of the unit writing tasksMidyear NYSESLAT assessment results  | We hope to see improvement in student writing assessments/samples. We hope to see progress in student writing when compared to baseline assessment.  |  |
| **End-of-the Year Targets** | We will be reviewing end of the year summative assessments to measure growth from the BOY.  | We hope to see consistent progress towards student writing goals and growth when compared in BOY assessments.  |  |

### Spring Survey Targets

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | 2023-24 data if available*(e.g., % agree or strongly agree)* | Desired response*(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | How much support do the adults at your school give you?  | (Grade 3-5) 79% | 82% |  |
| Staff Survey | How confident are you that your school leaders have the best interest of the school in mind? | 68% | 71% |  |
| Family Survey | How well do you feel your child’s school is preparing him/her for his/her next academic year? | 74% | 77% |  |

# COMMITMENT 5

Our Commitment

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| --- | --- |
| **What is one Commitment we will promote for 2024-25?** | We commit to increasing family involvement and engagement |
| **SMART Goal** | By 2025, we will increase family involvement and engagement by 5% as measured by parent attendance (in-person and virtual) at PTA meetings. |
| **Why are we making this Commitment?***Things to potentially take into consideration when crafting this response:** *How does this Commitment fit into what we envision for the school?*
* *How does this Commitment relate to what we heard when listening to others?*
* *How does this Commitment connect to what we observed through analysis?*
 | We believe that parent involvement is key to student success. At Dodson, most 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.  We plan to maximize the opportunities for parents to continue to come into the school. During the 2023-2024 school year, we invited parents to events such as Open House, Parent Teacher Conferences, Honor Roll breakfasts, College is My Future, and the holiday and spring concerts and the response was extremely positive. Our open-door policy brought parents in daily for visits and meetings with administration and teachers. This commitment evolved from our hope to keep this momentum going into future school years.  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 into school, but simply could not make it in for several 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.  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. |

Key Strategies

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

|  |  |  |
| --- | --- | --- |
| **KEY STRATEGY** | **HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?**  | **WHY:** What did we learn from our needs assessment that suggests this is the right Key Strategy?*Consider both data trends observed and student interview responses.**For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.* |
| **Open Door Policy** | NEWEXPANDREFINE | Parents are welcome to come into the building. An administrator will always be made available to meet with parents.  |
| **Family Closet** | NEWEXPANDREFINE | We are receiving many “Newcomers” into our school that have expressed the need for clothing, therefore our team has reached out to families, to gather information to be able to supply families with clothing and footwear from our family closet. We will continue with this strategy of reaching out to families to fulfill any clothing and footwear needs. 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 visit the closet and during school events as needed.  |
| **Parent Teacher Association** | NEWEXPANDREFINE | Continuation of Parent Teacher Association with active members. A PTA president will continue or be chosen by the principal in September 2024 and additional members will be recruited or continue to serve early in the school year.  |
| **Parent Workshops** | NEWEXPANDREFINE | Parents will be invited to attend in person and virtual workshops throughout the year and during Parent Teacher Conferences, Open House events and PTA meetings. 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.  |
| **School Website** | NEWEXPANDREFINE | Make improvements to the school website so that it can be used to disseminate information, provide families with resources and share school-wide events. |

Implementation

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| --- | --- |
| KEY STRATEGY 1 | Open Door Policy |
| **IMPLEMENTATION**What is our plan for implementing Key Strategy 1? What steps are involved? | When will this be in place? |
| Advertise “Open Door” policy in beginning of the year in-person meetings, Meet the Teacher, PTA meetings, on Class Dojos, Connect Eds, and on the school website. | by EPM by MYB |
| Invite parents to school for in-person meetings. | by EPM by MYB |
|  | by EPM by MYB |
|  | by EPM by MYB |
|  | by EPM by MYB |
| **RESOURCES**What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
| Create and include “Open Door Policy” information in schoolwide materials (First Riders, Meet the Teacher, website), encourage teachers to invite parents to our school |

|  |  |
| --- | --- |
| **KEY STRATEGY 2** | Family Closet |
| **IMPLEMENTATION**What is our plan for implementing Key Strategy 2? What steps are involved? | When will this be in place? |
| Our family closet will be updated with donated clothing/footwear and kept organized for families in need.  | by EPM by MYB |
| The family closet will be accessible to families during school hours. | by EPM by MYB |
| When “newcomers” arrive to our school, we will inform families of the closet as part of our intake process.  | by EPM by MYB |
| Advertisements for family closet will be created. | by EPM by MYB |
| Families will be invited to visit family closet before or after schoolwide events (concerts, awards ceremonies, etc) | by EPM by MYB |
| **RESOURCES**What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
| Collect and organize donations to family closet, organizing family closet in a neat and professional manner |

|  |  |
| --- | --- |
| **KEY STRATEGY 3** | Parent Teacher Association |
| **IMPLEMENTATION**What is our plan for implementing Key Strategy 3? What steps are involved? | When will this be in place? |
| Recruit interested families in joining and holding larger roles in the school’s PTA. Advertise to become a member of the PTA through backpack letters, Class Dojo posts, and school website | by EPM by MYB |
| Vary the schedule of PTA meetings (morning, afternoon, evening) and provide parents with a Zoom link to participate remotely. | by EPM by MYB |
| Invite core PTA members to school for events and meetings to improve parent voice. | by EPM by MYB |
|  | by EPM by MYB |
|  | by EPM by MYB |
| **RESOURCES**What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |
| Scheduling PTA meetings in the morning, afternoon and evening, Zoom access for families that cannot attend meetings in-person |

|  |  |
| --- | --- |
| **KEY STRATEGY 4** | Parent Workshops  |
| **IMPLEMENTATION**What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| We will provide workshops for families in collaboration with our PST, ENL teachers and administration during open house and parent teacher conferences.  | by EPM by MYB |
| Opportunities for virtual parent workshops will be provided throughout the school year in collaboration with PST, ENL teachers and administration.  | by EPM by MYB |
| Family information table will be set up at all school events and feature information for families. | by EPM by MYB |
| Teachers will be encouraged and supported to host their own in-person and virtual parent workshops. | by EPM by MYB |
| Create a parent section of the school website. | by EPM by MYB |
| **RESOURCES**What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Create, schedule and host parent workshops.  |
|  |

|  |  |
| --- | --- |
| **KEY STRATEGY 5** | School Website |
| **IMPLEMENTATION**What is our plan for implementing Key Strategy 4? What steps are involved? | When will this be in place? |
| Advertise schoolwide events and information to families via school website. | by EPM by MYB |
| Create a teacher/website administrator that will update the school website on a weekly basis. | by EPM by MYB |
| Create a parent section of the school website. | by EPM by MYB |
| **RESOURCES**What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Create, schedule and host parent workshops. Find a teacher/website administrator to update website weekly |
|  |

Progress Targets

### Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Strategy** | **What Early Progress Milestone data will we be reviewing?** | **What do we hope to see when we review that data? (*consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)*** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| Open Door Policy | Schedule of meetings | Increase in scheduled meetings and parents that come to school |  |
| Family Closet | Monitoring use, upkeep, appearance of FC | Increase in donations, appearance/upkeep of family closet/families utilize family closet as a resource |  |
| Parent Teacher Association | Sign-in sheets and varying meeting times | Increase in family attendance at PTA meetings, options for parents to attend in-person and virtually |  |
| Parent Workshops | Number of events and Sign-in sheets | Increase of family attendance at parent workshops |  |
| School Website | Compare website activity | Families use the school website a resource for information |  |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Overall parent participation/attendance | Increase in parent participation and attendance |  |
| **End-of-the Year Targets** | Panorama Survey | Increase of parents that take the survey and give positive feedback. |  |

### Spring Survey Targets

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Survey Question(s) or Statement(s)** | **2023-24 data if available*****(e.g., % agree or strongly agree)*** | **Desired response*****(e.g., % agree or strongly agree)*** | **What we ended up seeing** *(complete once Spring survey results are available)* |
| **Student Survey** |  |  |  |  |
| **Staff Survey** | How challenging is it to communicate with the families of your students? | 33% | 36% |  |
| **Family Survey** | If you were in charge of the school, how would you try to engage more parents from your community? | Written responses from 2024 | Increase in positive feedback |  |

# Civic Empowerment Project (schools in CSI only)

## Background

As part of the New York State Every Student Succeeds Act Plan (ESSA)and Commissioner’s Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagementin a manner prescribed by the Commissioner.

## Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice***, ***providing opportunities to practice democracy***, and ***promoting civic engagement***.

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](https://www.nysed.gov/accountability/civic-empowerment-projects) website. Schools should consider how to incorporate their selection into their existing commitments.

### Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

[ ]  Participatory Budgeting

[ ]  Monthly School Focus Groups

[ ]  Climate Survey Inquiry Team

[ ]  Schoolwide Voting

[ ]  Collaborative School Improvement Grant Development

[ ]  Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

# 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.

## 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 (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen**: Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

## Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member’s participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name | Role | Orientation to School Teams (required for new TSI) | Envision: Exploring the Vision, Values and Aspirations  | Analyze: Internal and External Data | Analyze: Survey Data |  Listen: Student Interviews |  Envision: Reflect, Synthesize and Plan | Plan Writing and Revision |
| *Example: Mary James* | *ELL Teacher* | *3/5* | *5/16* | *5/30* | *5/30* | *4/10, 4/11* | *4/17* | *5/2 5/9 5/16* |
| Romulo Ramirez | School Principal | 5/8 | 5/16 | 5/30 | 5/30 | 5/13 | 6/6 | 6/12 6/13 |
| Angela Manekas | Assistant Principal | 5/8 | 5/16 | 5/30 | 5/30 | 513 | 6/6 | 6/12 6/13 |
| Gretchen Overman | Assistant Principal | 5/8 | 5/16 | 5/30 | 5/30 | 5/14 | 6/6 | 6/12 6/13 |
| Crystal Arvelo | Assistant Principal | 5/8 | 5/16 | 5/30 | 5/30 | 5/14 | 6/6 | 6/12 6/13 |
| Maria Valdovino | Teacher | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
| July Loza | Bilingual Coach | 5/8 | 5/16 | 5/30 | 5/30 |  | 6/6 | 6/12 6/13 |
| Maria Virga | K Teacher | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
| Jackie Martinez | ELL Teacher | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
| Sussan Aloise | ELL Teacher | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
| Laura Llamas | 2nd Teacher | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
| Christine Favata | 5th TeacherJ | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
| Joseph Fitzgerald | Social Studies Teacher | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
| Antoinette D’Agostino | School Aides | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
| Stefanie Villaviciecio | School Secrtaru | 5/8 | 5/16 | 5/30 | 5/30 |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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# 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 |
| The student interview process played a vital role in shaping the team's plan for the SCEP plan. By conducting interviews with students, the team gained valuable insights into their:1. Interests: Students shared their passions and hobbies, helping the team understand what motivates them.2. Strengths: Students identified their academic and personal strengths, which will be leveraged in the SCEP.3. Challenges: Students shared their struggles and areas where they need support, enabling the team to address these challenges in the SCEP.5. Expectations: Students communicated their expectations from teachers and administrators, ensuring the team understands their needs and priorities.By incorporating student voices and perspectives, the team created a student-centered SCEP plan that addresses their unique needs, interests, and aspirations, aiming to empower students for successful career journeys |

**Schools in the ATSI and TSI model only**

### Subgroup Spotlight

|  |
| --- |
| Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified. |
|  |

Next Steps

## Sharing the Plan

### 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 compare the completed plan to the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](https://www.nysed.gov/sites/default/files/programs/accountability/pre-scep-team-meeting-planning-session-5.pdf) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, 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.

### Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the** [**SCEP Rubric**](https://www.nysed.gov/sites/default/files/programs/accountability/scep-rubric-pdf.pdf) **to consider where there may be opportunities to strengthen the plan**. After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED’s minimum expectations](https://www.nysed.gov/sites/default/files/programs/accountability/scep-minimum-expectations-pdf.pdf). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

## Implementing the Plan (All Schools)

* 1. Ensure that the plan is implemented no later than the first day of school.
	2. Monitor implementation closely and adjust as needed.
	3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
	4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
	5. 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.