

**School Comprehensive Education Plan**

*Local Support & Improvement (LSI)*

2023-24

|  |  |  |
| --- | --- | --- |
| 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 Team  Romulo Ramirez, Crystal Arvelo, Gretchen Overman, Angela Manekas  *And in partnership with the staff, students, and families of Robert C Dodson* |

# Guidance for Teams

## Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

## Commitments

After completing the ENVISION-ANALYZE - LISTEN activities, the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?”**

The team should take the answers to this question and identify 3 to 4 commitments, related to the YPS Strategic Plan, for the 2023-24 school year. For each commitment, the team will identify strategies focused on professional development and data-driven-culture, that will advance these commitments.

## Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

## Resources for Team

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

* [Requirements for Meaningful Stakeholder Participation SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf)
* [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf)

# COMMITMENT 1

Our Commitment

**Aligned to YPS Strategic Plan Goal I: Student Achievement**

***Strengthen academic outcomes and graduation pathways (HS) through culturally responsive and sustaining curriculum and instruction.***

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| **What is one commitment we will promote for 2023-24?** | We commit to improve academic outcomes of Multilingual Learners as measured by student performance on grade 3-8 Math state tests. |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* ***(Envision Activity)*** * *Why did this emerge as something to commit to?* ***(All Analyze Activities)*** * *In what ways is this commitment influenced by the* ***Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?*** * *How are you incorporating* ***equity*** *and* ***inclusion*** *into this commitment?* | This commitment comes as a result of the data analysis from previous years' NYSED assessments. These assessments show that our Multilingual Learners, which make up a large part of our population here at Dodson, are performing below our monolingual learners. At Dodson, our vision is to provide rigorous educational opportunities that motivate, educate, and challenge *all* students to meet the needs of the changing global society. This is in addition to the district’s strategic plan Goal I, Objective 1A, which details the growth goals for Multilingual leaners by 2025 in ELA and Math NYSED assessments.  Our focus on this commitment aligns with the district’s initiative around Diversity, Equity and Inclusion by ensuring that our students receive the education they need to progress. Strategies implemented to address this commitment will ensure that our school’s diversity is acknowledged, an equity lens is at the forefront of learning, and all students are included, with a focus on our multilingual learners, all with the goal of improving student performance. |

Key Strategies and Resources

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| --- | --- | --- | --- | --- |
| STRATEGY | TIMEFRAME | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this commitment?  Must include action steps and initiatives aligned to YPS Strategic Plan:  Goal II: Professional Development and  Goal III: Data-Driven Culture .  *Include reference to: DEI/CRLE, PLC’s, NSI, instructional foci, PBL, inquiry based learning, assessment cycles, data liaisons, MLL, SWD, SIFE, Project Acceleration, graduation pathways/data, college readiness and design strategies (HS)* |  | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Review and ongoing monitoring of the iReady pacing calendar provided by the district | September 2023 and ongoing monthly | Once a month during congruence, teachers will meet with their grade level administrator to review the pacing calendar and make necessary adjustments to meet the needs of students. | Teacher ability to keep up with the pacing as well as student performance with a focus on target students (MLLs) on end of unit assessments. | Congruence time  District iReady pacing calendar |
| Organization of math instructional period | Ongoing | Teachers will be expected to dedicate 90 minutes (about 1 and a half hours) of their day to math instruction. This will be divided into 30 minutes for small groups, problem solving and critical thinking, and 60 minutes for iReady instruction. | Administrators will monitor class periods to ensure that teachers are dedicating 30 minutes for small groups, problem solving and critical thinking. We will also monitor the progress of target students (MLLs). | -Scheduling  -Critical thinking and problem-solving activities for each grade  -Aides assigned to classes for additional support  -Chromebooks for students |
| Unit Assessments and iReady Diagnostic | At the end of each math unit | Teachers will give end of unit assessments for each iReady unit. Students will also take a math diagnostic three times throughout the year | Assessment data will be analyzed with a focus on the target students | -Chromebooks for students  -iReady assessments available in paper or on DataMate |
| Departmentalization in monolingual classes in grades 4 – 8 and in bilingual 4th and 5th grade | Ongoing | Classes in grades 4 – 8 will be departmentalized for math and ELA. The bilingual classes for 4th and 5th grade will also be departmentalized for math and ELA. | Through classroom observations, administration will focus on ensuring that math teachers demonstrate clear knowledge of the content and instruction is meeting the needs of all students. | Staffing  Professional development in math |
| Two congruence period will focus on math | Twice a month throughout the year | Two congruences a month will focus on math. The first will focus on pacing and making necessary adjustments and the second will focus on assessment data. | Administration will facilitate monthly congruence, taking notes on progress with a focus on target students. | -Scheduling – try to schedule at the beginning of a unit and at the end of a unit  -Grade-level congruence period |
| NSI Bankstreet participation for teachers in grades 5 - 8 | Ongoing | Math teachers in grades 5 – 8 will participate in the Bankstreet initiative with a focus on improving math instruction for our underserved populations | Administration along with a Bankstreet representative will meet regularly will teachers to discuss data and observations. | * Banks |

End-of-the-Year Desired Outcomes

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

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|  | Survey Measure from  AMBITIOUS INSTRUCTION in the 5Essentials Survey | 2022-2023 or 2021-2022 response | Desired response  *(e.g. % agree or strongly agree)* |
| Student Survey | “This class challenges me”  “The teacher asks difficult questions in class” | 54% “Most of the time” & “All of the time”  50% “Most of the time” & “All of the time” | 75%  65% |
| Staff Survey | “Students use data and text references to support their ideas” | 71% “Sometimes” & “Almost always” | 80% |
| Family Survey |  |  |  |

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.  **Use a SMART Goal** |
| By the end of the 2023-24 school year the number of multilingual learners scoring a level 3 and 4 on the state math assessment will increase from \_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_ as measured by the performance of multilingual learners on the NYS math assessment. |

# COMMITMENT 2

Our Commitment

**Aligned to YPS Strategic Plan Goal IV: Support Student Needs**

***Establish inclusive learning communities that support students with diverse social and emotional needs for equitable student growth and development.***

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| **What is one commitment we will promote for 2023-24?** | We commit to supporting the academic and behavioral needs of our students with chronic absenteeism through a Multi-tiered System of Supports (MTSS) |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* ***(Envision Activity)*** * *Why did this emerge as something to commit to?* ***(All Analyze Activities)*** * *In what ways is this commitment influenced by the* ***Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?*** * *How are you incorporating* ***equity*** *and* ***inclusion*** *into this commitment?* | There is a clear link between attendance and student achievement. At Dodson, we have a number of students that have been labeled as “chronically absent” and the data collected shows that these are some of our lower performing students. While this number has decreased, it is still significantly high and must be addressed. This commitment will address chronic absenteeism while also providing students with the additional academic and behavior supports they need to fill the gaps that have developed due to their absences. 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.  This commitment will address equity and inclusion by ensuring that our students with chronic absenteeism receive additional services to support and help close their learning gaps. |

Key Strategies and Resources

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| STRATEGY | TIMEFRAME | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this commitment?  Must include action steps and initiatives aligned to YPS Strategic Plan:  Goal II: Professional Development and  Goal III: Data-Driven Culture in the YPS Strategic Plan.  *Include reference to: DEI, CRLE, NSI, PLC’s, instructional foci, data liaisons, MTSS with Tier !, II and III, MBK/MSK, SEL, Title I/Title III, MLL, SWD, PBIS, restorative practices, and student attendance* |  | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Monitoring student attendance | September and ongoing | In September we will identify students with 10 or more absences from the 2022-23 school year and create a target group of students. We will monitor the absences of these students throughout the year and follow the developed MTSS to address this. | We will look for patterns in attendance and hope to see a decrease in absences from target students as a result of the developed plan. | -Team to monitor student attendance (teachers, pupil support staff, PowerSchool clerk, admin) |
| Multi-tiered System of Supports (MTSS) | Ongoing | Tier 1  95% - 100% attendance    Tier 2  90% - 95% attendance -  Guided reading and math groups in the classroom  Tier 3  <90% attendance  Leveled-Literacy Intervention  Math Small group pull out | Review of On-Track PowerSchool report to review student progress | - schoolwide curriculum  - guided reading texts/remedial math instruction  - LLI kits/remedial math instruction |
| Communication with parents | September and monthly  Open House  Tri-annual family attendance report letter  Targeted communication for PK and K using Connect Ed and parent meetings | After at-risk students are identified we will communicate with parents to establish expectations, explain tiered support that students will be receiving and make a plan for improving attendance.  Individual letters sent home to each family that informs of absences to date (December 1, March 1) | Monthly monitoring of attendance.  One day per month. | Team – Pupil Support Team and Administration  Meeting with parents on attendance expectations for the year, incentives, correlation of attendance and student achievement. |
| Attendance Rewards and Motivation | Monthly | Students will receive awards for 95% and 100% and Most Improved attendance. These awards will be given to students during monthly grade level assemblies and Honor Roll celebrations. | The PowerSchool clerk will generate monthly reports. We will look for the number of students receiving awards for attendance to increase. | Reports generated by PowerSchool clerk  Monthly assemblies by administration and teachers |
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End-of-the-Year Desired Outcomes

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

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| --- | --- | --- | --- |
|  | Survey Measure from  SUPPORTIVE ENVIRONMENT in the 5Essentials Survey | 2022-2023 or 2021-2022 response | Desired response  *(e.g. % agree or strongly agree)* |
| Student Survey | “My teacher notices if I have trouble learning something”  “My teacher helps me catch up if I am behind.” | 89% “Agree” and “Strongly Agree”  90% “Agree” and “Strongly Agree” | 95% “Agree” and “Strongly Agree”  95% “Agree” and “Strongly Agree” |
| Staff Survey | “A member of the school leadership team presses teachers to implement what they have learned in professional development.” | 22% “Strongly Agree” | 50% “Strongly Agree” |
| Family Survey |  |  |  |

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.  **Use a SMART Goal** |
| By the end of the 2023-24 school year, chronic absenteeism will be reduced from 40% to 30% as measured by an improvement in academics, behavior, and attendance of 80 target students. |

# COMMITMENT 3

Our Commitment

**Aligned to YPS Strategic Plan Goal IV: Community-Wide Engagement**

***Develop family and community partnerships through active engagement, participation and communication to support stronger and meaningful connections.***

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| **What is one commitment we will promote for 2023-24?** | We commit to increasing family involvement and engagement |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* ***(Envision Activity)*** * *Why did this emerge as something to commit to?* ***(All Analyze Activities)*** * *In what ways is this commitment influenced by the* ***Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?*** * *How are you incorporating* ***equity*** *and* ***inclusion*** *into this commitment?* | 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 2022-2023 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 and Resources

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| --- | --- | --- | --- | --- |
| STRATEGY | TIMEFRAME | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this commitment?  Must include action steps and initiatives aligned to:  Goal II: Professional Development and  Goal III: Data-Driven Culture in the YPS Strategic Plan.  *Include reference to: DEI, CRLE, PTA/PTSA, connect ed’s, multiple language communication, welcoming environment, school-wide events(4), FACE, newsletters, partnerships, parent portal/PowerSchool, website, social media, and parent workshops* |  | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Open Door Policy | Ongoing | Parents are welcome to come into the building. An administrator will always be made available to meet with parents |  | System for signing in visitors |
| Family Closet | Fridays throughout the year | 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. | Quantitative data will be collected by keeping track of how many families visit the closet. A representative from the Family Engagement Committee will give parents access to the closet and will have a log sheet to track how many families are visiting the closet. Families in need will also be given a form to fill out with any specific needs for clothing (gender, size, seasonal, etc.) | *Family Engagement Committee* – staff will establish roles within the committee and be given time to work in the closet. Staff working directly with parents for visiting purposes will need to be released of their duties on Friday mornings.    *Space* – Family Closet area has been established as the room next to the cafeteria. It will remain in that room.    *Money* – Family Engagement Committee will plan fundraisers throughout the year to enhance the room. Parents can also leave donations. |
| Parent Teacher Association |  | Establishment of a Parent Teacher Association with active members. A PTA president will be chosen by the principal in September 2022 and additional members will be recruited early in the school year. | Quantitative data, such as PTA enrollment and participation will be recorded.    Feedback from parents should also be gathered throughout the school year to ensure that the PTA is effective. | *PTA President* – A president for our PTA must be chosen. They will play a major part in organizing events for families.    *PTA members* – Parents and staff will need to be recruited to participate on the PTA    *Member Meetings* – PTA members will need a time and place to meet regularly. Topics for PTA meetings should be planned for between the PTA President and administration.    *Money* – PTA will plan for fundraisers. Funds can be used for any planned school activities.    *Activities* – A calendar of parent or school activities should be developed. |
| Parent Workshops |  | Parents will be invited to attend workshops 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. | Parent interest and involvement in workshops. | *Staff* – ENL teachers and Title I Reading teacher will collaborate to develop workshops for parents.    The PTA, in collaboration with teachers and staff, will develop workshops for parents. They may also look to the community to bring in workshops/resources for parents.    *Money* – Funds will be secured, through fundraisers or other methods, to provide snacks and beverages. Additional funds may be needed if outside agencies are to be considered for workshops    Dates for “Smart Talk” workshop – 2/16, 3/1, 3/8 |
| School Activities, Shows, and Celebrations |  | Hosting school activities during which parents can be invited to watch and/or participate.    Activities will include:  Music – Holiday Concert, Spring Concert, Band Concert    Art – Art Exhibitions    Physical Education – Field Day, Intramural sports    Talent show, Cultural Celebrations (participation in Hispanic Heritage Celebration and Dominican Independence Celebration), Moving-up Ceremony | Quantitative data will be collected on the number of parents that participate in each event.    At the year's end, a survey will be made available to parents for us to gather information about how many events parents were invited to, how many they could attend, and an overall rating of each event. | *Schedule* – A tentative schedule of events will be created in the beginning of the 2022-23 school year.    *Staff* - Teachers of listed subject areas will be informed of the expectations and will be given time to prepare for these events.    *Money* – Funds will need to be secured to decorate and host these events.    *Space* – The auditorium, cafeteria, gym, and field are large spaces that may be used for these events. |
| Strategically planning parent workshops in collaboration with classroom/schoolwide events |  | Creating a schoolwide parent workshop schedule | Parent sign-in sheets  Parent feedback survey |  |

End-of-the-Year Desired Outcomes

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

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| --- | --- | --- | --- |
|  | Survey Measure from  INVOLVED FAMILIES in the 5Essentials Survey | 2022-2023 or 2021-2022 response | Desired response  *(e.g. % agree or strongly agree)* |
| Student Survey | “My parents show they are proud of me.” | 73% “Most of the time” and “All of the time” | 85% “Most of the time” and “All of the time” |
| Staff Survey | “Students’ parents contacted me about their child’s performance.” | 13% “Most” and “All” | 50% “Most” and “All” |
| Family Survey |  |  |  |

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| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.  **Use a SMART Goal** |
| Achievement of the “strong” level of performance in the Involved Families category on the 5Essentials survey at the end of the 2022-23 school year.” |

# Our Team’s Process

## Background

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

## Team Members

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

|  |  |
| --- | --- |
| Name | Role |
| Romulo Ramirez | Principal |
| Crystal Arvelo | Assistant Principal |
| Gretchen Overman | Assistant Principal |
| Julie Loza | Teacher |
| Aileen Acevedo | Teacher |
| Maria Carlot | CSEA |
| Angela Mancini | CSEA |
| Heriberto Baez | Parent/Parent Figure |
| Nicole Taylor-Wernham | Parent/Parent Figure |
| Addison Wernham | Student (7-12) |
| Raymond Contreras Sanchez | Student (7-12) |
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## Our Team’s Steps

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

1. Envision: Exploring Our Vision, Values, and Aspirations
2. Analyze: Internal and External Data
3. Analyze: Survey Data
4. Analyze: Tenet 1 Systems and Structures Inventory
5. Equity Self-Reflection
6. Listen: Interviewing Students
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.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Meeting Date | Envision: Exploring Our Vision, Values, and Aspirations | Analyze: Internal and External Data | Analyze: Survey Data | Analyze: Tenet 1 Systems and Structures Inventory | Equity Self-Reflection | Listen: Interviewing Students | Writing the Plan |
| *Example: 4/6/23* |  |  | *x* | *x* |  |  |  |
| 4/11/23 | x |  | x |  |  |  |  |
| 4/20/2023 |  | x |  | x |  |  |  |
| 5/3/23 |  |  |  |  |  | x |  |
| 5/16/23 |  | x |  |  | x |  |  |
| 5/29/23 |  |  |  |  |  |  | x |
| 5/30/23 |  |  |  |  |  |  | x |
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# Learning As A Team

## Directions

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

### Student Interviews

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| Describe how the Student Interview responses informed the team’s plan |
| We learned a lot from the student interviews. They shared their experiences, and we carefully considered what they had to say. It became clear that many students felt we needed to develop stronger relationships within the school community, especially with the teachers. This will help everyone feel more connected and included. |

### Parent/Parent Figure Input

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| **Describe how Parent/Parent Figure input informed the team’s plan** |
| It is crucial to involve parents in their children's education, but unfortunately, we have observed minimal attendance from parents in our activities and meetings. To address this issue, we have prioritized commitment #3 to increase parental involvement in our school. |

### Equity Self-Reflection

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| Describe how the Equity Self-Reflection results informed the team’s plan |
| The Equity Self-Reflection form helped us in our planning process to foster closer relationships with students and their families; this supports our 2023-2024 Commitments #1, 2 and 3. Our school's priority is to create a welcoming and affirming environment while maintaining high expectations and rigorous instruction. |

Next Steps

Next Steps

1. **Submitting the Plan:**
   1. Completed plan to Professional Development Department attention: Beatriz Zuniga-Ventura by Friday, June 16, 2023
   2. The Professional Development Department will send copies to each PLC lead.
2. **Sharing the Plan:**
   1. After receiving approval from PLC lead, post on your school website
   2. Post in faculty lounge and main office
   3. Keep a copy on your desk
3. **Implementing the Plan** (for all schools):
   1. Ensure that the plan is implemented no later than the first day of school (Review during the Superintendent Conference Days in September)
   2. Monitor implementation closely and make adjustments as needed
   3. Ensure a current copy of the plan remains on the school website
   4. Ensure that there is professional development provided to support the strategic efforts described within this plan.