School Comprehensive Education Plan
Local Support & Improvement (LSI)

2023-24

District	School Name	Grades Served
Yonkers Public Schools	Kahlil Gibran	PK-8

Collaboratively Developed By:
The Kahlil Gibran SCEP Development Team in partnership with the staff, students, and families of Kahlil Gibran.

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
- How Learning Happens

COMMITMENT I

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.

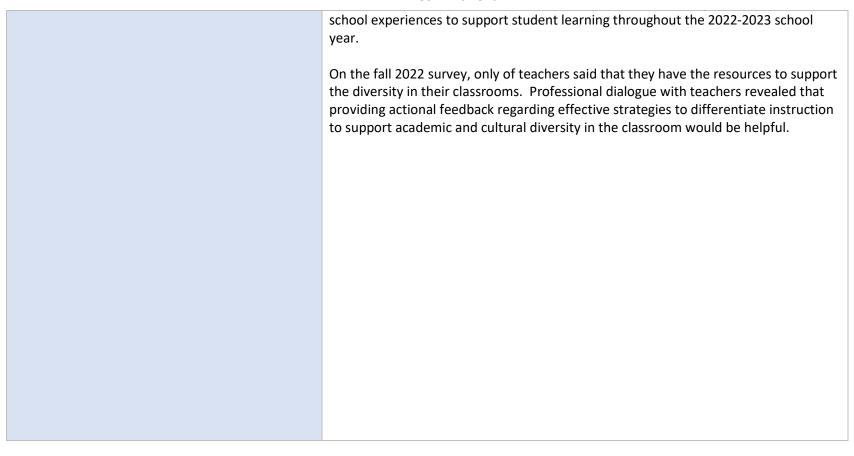|	
What is one commitment we will promote for 2023-24?	We commit to strengthening academic outcomes and closing achievement gaps. We are committed to fostering an academically rigorous learning environment that is data-driven with a focus on college readiness. During the 2022-2023 school year, we focused on program continuity across grade levels. We also focused on Checks for Understanding and using the data from various assessments to inform planning and instruction. We will examine data across cohorts using 2023 NYS test results to allow us to observe trends in student achievement.
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?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the feedback from school community stakeholders?* • *How are you incorporating equity and inclusion into this commitment?*	We believe every student deserves an excellent, culturally, and linguistically relevant education in a school environment that supports academic and cultural diversity and approaches learning with care and compassion. We also believe that students should be surrounded by ambitious instructional opportunities that will help them master the 21st century skills needed to be successful in their local and global society. Students shared in interviews that they learn better when they are surrounded by positive attitudes and assignments/projects that support their individual needs and interests. Many students shared that they often feel they disappoint their teachers and sometimes feel nervous when they don't know the answers and teachers call on them. Students also shared that they believe they would be more successful if lessons were more engaging, and incorporated hands-on experiences that keep them eager and motivated to learn. Students expressed disappointment regarding the lack of out-of-

school experiences to support student learning throughout the 2022-2023 school year.

On the fall 2022 survey, only of teachers said that they have the resources to support the diversity in their classrooms. Professional dialogue with teachers revealed that providing actional feedback regarding effective strategies to differentiate instruction to support academic and cultural diversity in the classroom would be helpful.

Key Strategies and Resources

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:** <u>**Goal II**</u>: Professional Development and <u>**Goal III**</u>: 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?
Tracking Achievement		Teachers will develop an effective system where they can track student progress for the grade level NGLS in ELA and in Math.	-Fall/Winter/Spring MAP -Weekly Benchmark Assessments -Weekly Writing Samples -Weekly Math Fluency tests -Ample opportunities to demonstrate understanding throughout each marking period -Teacher's gradebooks -Student Portfolios (writing, test, math fluency)	- A copy of the NGLS for ELA and Math - PD for iReady math program - Planning time
Structured weekly congruence meetings with classroom teachers, ENL teacher, Resource teacher, and Title I teacher.		An administrator will be present at these meetings to foster productive planning time and ensure strategies to monitor progress and make appropriate changes occur.		- Common preps with grade level team - Weekly congruence

Actional Feedback on teacher observations		-Principal will review all teacher observations to ensure actional feedback has been provided specific to the lesson observed -Administrators will provide actional feedback regarding evidence of instructional foci		
Structured Literacy Block		PK-6 will have a 90-minute literacy block split into three Benchmark Literacy Periods. **Period 1:** Phonics/Readers Workshop **Period 2:** Reader's Workshop **Period 3:** Writer's Workshop		- Homogeneous grouping during literacy block should begin earlier in the year - Time to schedule and plan - Reading materials and resources to utilize for professional development - Writing materials - Literature for middle school - Class set novels -
Structured Math Block		PK-6 will have a 60 -minute math block split into two sessions: **Session 1:** Mini-Lesson **Session 2:** Small Group Instruction		- Create instructional level groups early in the year

				- Math manipulatives - Math resources for iReady
Assessment Monitoring		The principal will conduct an in-depth review of all teacher's grading policies and procedures to ensure a variety of formative and summative assessments are offered throughout every marking period.		- Central office support with professional development for teachers regarding use of PowerSchool gradebook - Support from Central Office regarding professional development for Schoology - Clarification regarding whether teachers are required to use Schoology
Academic Data		Monitoring of local Benchmark assessment data; teacher created assessment data; report card data;		- Time to identify, record and analyze data

End-of-the-Year Desired Outcomes

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

	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	Academic Press: - This class challenges me- 33% "once in a while" - The teacher asks tough questions on tests- 42% "once in a while" - The teacher asks tough questions in class- 49% "once in a while"	Neutral (score of 47)	Strong (score of 60+)
Staff Survey			
Family Survey			

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.

What is one commitment we will promote for 2023-24?	We are committed to fostering a nurturing environment where the classroom culture presents evidence of student-teacher trust and students feel respected, safe, and supported academically, socially, and emotionally.
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 fits into Kahlil Gibran Vision and Mission because our vision includes demonstrating an elevated level of care and communication between students and teachers. Student interview responses revealed that some of the reasons they find it hard to succeed in school is that students feel teachers are always mad; Students shared that they often feel nervous in school for assorted reasons including: • The fear of being screamed at (and embarrassed) • School shooting thoughts /Lock-Down drills • Adults "brushing things off" when concerns are brought to their attention Teachers have expressed the need to have professional development to support the MLL in their class. Student interview responses revealed that most students feel that their school does not do anything to celebrate various cultures.

Key Strategies and Resources

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?
Attendance Data		Schoolwide attendance initiatives	Monthly monitoring	-access to attendance reports on PowerSchool -attendance displays fir students - incentives for perfect attendance Examples include: awards, Star Attendance pencils;
Zones of Regulation		Pilot program in grades PreK-2	-Comparison of referral data from last year to current year at same time; -PBIS data; -restorative practice data; -Monthly behavior intervention data;	- All materials laminated for Zones of Regulation - Additional PD for Zones of Regulation - Classroom visits to schools that

				- use Zones of Regulation to observe in action - Schoolwide system with visuals (hallways/walls, etc.) - Presentations from PST - calming corner (beanbag; chair) in each classroom
National Junior Honor Society		Community Service opportunities within the building such as: • Safety Patrol • Bus Monitor assistance at dismissal • Breakfast helpers • Event Assistance		- Financial support for safety badges -
National Elementary Honor Society		Community Service • Same as above		
MBK		Meeting 1X per month to discuss the five pillars of Royalty		
MSK		Meeting 1X per month to discuss the importance of self-check-ins		
PST Monthly Classroom Visits		1- SEL Check-ins		

		2- Team Building Activities 3- Restorative Circles 4- Role Playing		
PST PD for Staff/Faculty		PD and guidance for faculty and staff on the appropriate supports for the academic and social emotional development of MLL		1- NYS Multi-Tiered System of Supports 2- NYSED Blueprint for ELL/MLL Success
Student Government		Executive Board and student representatives meet with Principal 1X per month to discuss schoolwide initiatives to increase success: • School Spirit Weeks • Perfect Attendance Acknowledgment • Awards Ceremony • Schoolwide Assemblies (concerts; cultural celebrations;	Student Surveys	-Scheduled monthly meetings to organize various initiatives
Behavioral Data Tracking and Monitoring		-student removal requests per classroom -student suspensions		

End-of-the-Year Desired Outcomes

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

	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	Safety - Safety in classes: 22% "mostly safe" - Hallways: 38% "mostly safe", 11% "somewhat safe" - Bathrooms: 7% "not safe", 26% "somewhat safe"	Neutral	Strong
Staff Survey			
Family Survey	Parents' Assessment of School Safety - The teachers/administration can do more to make the school a safe place: 23% "a little", 24% "somewhat", 23% "to a great extent"		

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**
1- Kahlil Gibran will host four schoolwide events/activities for families throughout the 2023-2024 school year. 2- With the support of administration and the PST, every classroom teacher will implement regular monitoring of intervention efficacy for Tier 1 and Tier II, showing where each affected student falls within the MTSS.

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.

What is one commitment we will promote for 2023-24?	We commit to developing family and community partnerships through active engagement, participation, and by providing multiple pathways for communication to increase family engagement in all aspects of the school community to support student success.
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 fits into our school's vision which is to create a safe, inclusive, and stimulating learning environment. We recognize the need to commit to increasing community wide engagement since our response rate from families has been consistently lower than other stakeholders two years in a row. After conducting a School Culture survey in the fall of 2022, Student responses to interview questions revealed that students want to participate in more school events such as concerts, talent shows, multi-cultural celebrations, etc. Creating such opportunities would present opportunities for families to volunteer and support the school while celebrating student achievements.

Key Strategies and Resources

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?
100% Parent Portal Participation				
Weekly Connect Ed Messages (Sunday Week Ahead)		The principal will continue to send a weekly Sunday evening message informing all stakeholders of the notable events for the week ahead.		
Grade Level Connect-Ed messages		A commitment of at least two Connect-Ed messages per month from each teacher to share student stories; celebrate achievements; invite families and report results.	1) Increase in parent involvement for schoolwide events 2) Increase in family stakeholder	

			responses to surveys	
Monthly Schoolwide Newsletter				
Monthly Calendar				
Encourage Parent Volunteers in Classrooms		Include Parent Volunteer Forms in Parent/Student Handbook Plan for events that support the need for volunteers (Field Day, Planting; Read Aloud Day, etc.)		
Social Media (Instagram)		Create a Social Media Committee		
PTA Monthly Meetings		-Increase number of parents who are members of the PTA -Increase number of participants at PTA monthly meetings -Increase teacher PTA members		

End-of-the-Year Desired Outcomes

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

	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			
Staff Survey	Parent Influence on Decision Making in Schools - Involves parents in the development of programs aimed at improving students' academic outcomes- 40% "somewhat" - Involves parents in commenting on school curricula- 25% "no not at all" 30% "a little" Parent Involvement in School - Contacted you about their child's performance- 50% "Some" - Volunteered time to support the school: 45% "some" - Responded to your suggestions for helping their child- 43% "Some"	Neutral	Strong
Family Survey	Parent Connectedness - Your voice is valued at the school- 43% "somewhat" - That you are an important part of improving the school- 37% "somewhat" Parent- Teacher Interaction - Contact me personally to discuss my child's academic achievements- 33% "never", 38% "once or twice a semester" Communication Preferences - Email: 97%		

	- Telephone- 64% - Mail: 52%		

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
Laura LaBanca	Principal
Diandra Salmeri	Assistant Principal
Anna Whelan	Teacher
Suzanne DosSantos	Teacher
Stefanie Shaggura	CSEA
Annie Catalano	CSEA
Stephanie Sabatelli	Parent/Parent Figure
Maggie O'Sullivan	Parent/Parent Figure
Eliana Khoury (Student Interviews)	8th Grade Student Government President
Isabella Pali (Student Interviews)	8th Grade Student Government Secretary
9 students from all classes from grade 4 to grade 7 who were elected student representatives	Elected Student Representatives

Our Team's Process

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.

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*			
May 31, 2023							X

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview responses informed the team's plan

Parent/Parent Figure Input

Describe how Parent/Parent Figure input informed the team's plan
Parent feedback from the Spring 2023 5 Essentials survey

Equity Self-Reflection

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

Next Steps

Next Steps

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