



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

Local Support & Improvement (LSI)

2023-24

District	School Name	Grades Served
Yonkers Public Schools	Montessori School 31	Pk-6

Collaboratively Developed By:

And in partnership with the staff, students, and families of Montessori School 31

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.

<p>What is one commitment we will promote for 2023-24?</p>	<p>We will improve ELA and mathematics scores on the New York State Examination in ELA and Mathematics</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this commitment fit into the school's vision? (<u>Envision Activity</u>) • Why did this emerge as something to commit to? (<u>All Analyze Activities</u>) • In what ways is this commitment influenced by the <u>Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</u> • How are you incorporating <u>equity</u> and <u>inclusion</u> into this commitment? 	<p>This commitment fits into the school vision as it pertains to holding high expectations for all students. We will use multiple quantitative sources of information. Among these sources, the NYSED examinations are of particular importance as they are the modality by which school accountability status is informed. Students articulate a desire to increase their academic performance overall. This would serve as a clear quantitative feedback of improvement. · In the long term we hope to make Montessori School 31 an academically high performing learning environment.</p>

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>Must include action steps and initiatives aligned to YPS Strategic Plan: Goal II: Professional Development and Goal III: Data-Driven Culture .</p> <p><i>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)</i></p>		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?
Prioritize project-based learning opportunities for students.		The utilization of staff development times to collaborative develop PBL opportunities that focus on visual and performing arts.	Demonstration of actual projects created by students.	In kind use of professional development time. After school budget to teacher collaboration and planning.
Prioritize DEI and culturally responsive education.		Continue to integrate DEI into professional learning opportunities. Capitalize on the DEI that is innate within the Montessori philosophy of teaching and learning.	<p>Demonstration of actual projects created by students.</p> <p>Improved qualitative responses on surveys</p>	In kind use of professional development time. Access to district resources such as the Leader in Me and Project Rethink.
Provide after school enrichment to better prepare students for examinations.		after school targeted learning program	Student participation Interim assessment results	
Reinforce value of performance on high stakes tests with the students.		Teachers will integrate conversations within the instructional framework	Students survey data Student test participation	

Commitment 1

Provide parents with the literature in multiple languages about the assessments.		Write Q&A materials translated into multiple languages to ensure that parents understand the nature and purpose of the examinations.	MAPS assessments results Teacher Reports Homework participation Parent meetings	
Scheduling to support PLC meeting times		We will meet in PLC teams to develop curricula to support the students.	We will evaluate students' progress and amend curricula/interventions as needed.	

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 Engagement - Students are interested and engaged in learning.		
Staff Survey	Academic Engagement - Students are interested and engaged in learning.		
Family Survey	Academic Engagement - Students are interested and engaged in learning.		

Commitment 1

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

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.

<p>What is one commitment we will promote for 2023-24?</p>	<p>We commit to ensuring that there are academic supports available throughout the school for all of our students. In addition, there will be emphasis placed on DEI, culturally responsive education and well as integrated emotional supports. The curricula which will be made through PBL and the arts (performing, visual and musical).</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this commitment fit into the school's vision? <u>(Envision Activity)</u> • Why did this emerge as something to commit to? <u>(All Analyze Activities)</u> • In what ways is this commitment influenced by the <u>Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</u> • How are you incorporating <u>equity</u> and <u>inclusion</u> into this commitment? 	<p>This has emerged based on observations that we need clear structures in place to assist and monitor student learning and growth.</p> <ul style="list-style-type: none"> • In the student interviews, children shared their need for more help with their school work. They articulated their desire to challenge themselves and advocated for more help from assisting adults to accomplish their goals. • Helping students fulfill their academic potential and providing the correct supports is always the right commitment to pursue. • The school shares an overall vision to ensure a loving, supportive and academically rigorous learning environment for all children

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>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.</p> <p><i>Include reference to: DEI, CRLE, NSI, PLC's, instructional foci, data liaisons, MTSS with Tier I, II and III, MBK/MSK, SEL, Title I/Title III, MLL, SWD, PBIS, restorative practices, and student attendance</i></p>		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?
MTSS meetings		In MTSS meetings we will speak about individual students and appropriate recommendations for specific action steps to support the students in areas of need.	We will use review cycles within the MTSS to determine efficacy of interventions.	
Prioritize SEL		Continue to integrate SEL into professional learning opportunities. Capitalize on the SEL that is innate within the Montessori philosophy of teaching and learning.	Improved qualitative responses on surveys including SCEP surveys and the University of Chicago study	In kind use of professional development time. Access to district resources such as the Leader in Me and Project Rethink.
Scheduling to support PLC meeting times		We will meet in PLC teams to develop curricula to support the students.	We will evaluate students' progress and amend curricula/interventions as needed.	In kind

Commitment 2

Prioritize DEI and culturally responsive education.		Continue to integrate DEI into professional learning opportunities. Capitalize on the DEI that is innate within the Montessori philosophy of teaching and learning.	Demonstration of actual projects created by students. Improved qualitative responses on surveys	In kind use of professional development time. Access to district resources such as the Leader in Me and Project Rethink.

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 <u>SUPPORTIVE ENVIRONMENT</u> in the 5Essentials Survey	2022-2023 or 2021- 2022 response	Desired response (e.g. % agree or strongly agree)
Student Survey	Student Responsibility - Students are active participants in their own learning and regularly attend class prepared to learn.		
Staff Survey	Student Responsibility - Students are active participants in their own learning and regularly attend class prepared to learn.		

Commitment 2

Family Survey	Student Responsibility - Students are active participants in their own learning and regularly attend class prepared to learn.		
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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

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.

<p>What is one commitment we will promote for 2023-24?</p>	
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision? (Envision Activity)</i> • <i>Why did this emerge as something to commit to? (All Analyze Activities)</i> • <i>In what ways is this commitment influenced by the Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</i> • <i>How are you incorporating equity and inclusion into this commitment?</i> 	

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>Must include action steps and initiatives aligned to: Goal II: Professional Development and Goal III: Data-Driven Culture in the YPS Strategic Plan.</p> <p><i>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</i></p>		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?
Collaboration with WJCS and WCC		We will employ the skills of the SMART volunteers to work in this "resource space."	Ibid	Volunteers through the SMART scholars program on Tuesdays and Wednesdays.
Provide parents with the literature in multiple languages about the assessments.		Write Q&A materials translated into multiple languages to ensure that parents understand the nature and purpose of the examinations.	MAPS assessments results Teacher Reports Homework participation Parent meetings	
Engage with parents through Zoom, allow parents to express concerns and have questions answered		Utilize PTA meetings and parent principal coffees to engage parents in meaningful discourse about purpose and function of NYS Examinations.	Parent attendance Survey feedback	

Commitment 3

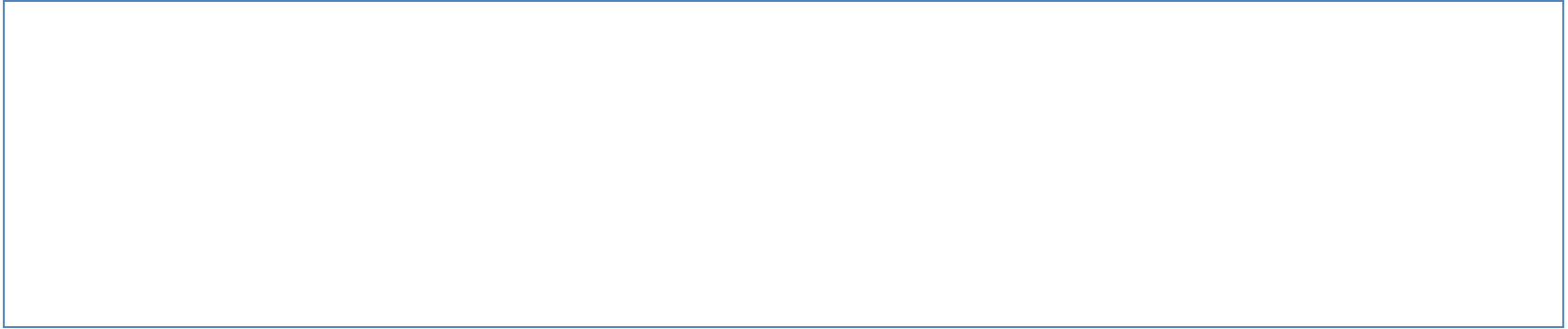
End-of-the-Year Desired Outcomes

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	N/A		
Staff Survey	Teacher-Parent Trust - Very supportive relations among teachers and parents.		
Family Survey	School Outreach - Parents report on how welcoming and communicative their interactions have been with the school staff		

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

Commitment 3





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
	Administrator
	Teacher
	Teacher
	CSEA
	CSEA
	Parent/Parent Figure
	Parent/Parent Figure
	Student (7-12)
	Student (7-12)

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
<i>Example: 4/6/23</i>			x	x			

Learning As A Team

Directions

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

Student Interviews

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

Parent/Parent Figure Input

Describe how Parent/Parent Figure input informed the team's plan

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.