



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Yonkers Public Schools	Eugenio Maria de Hostos MicroSociety School	PK-8

Collaboratively Developed By:

The Eugenio Maria de Hostos MicroSociety School's SCEP Development Team:

Elda Perez-Mejia-Principal

Kelly Ficarrota- K Teacher

Maria Randazzo-7/8 Social Studies

Elaine Vitale-Title I

Anna Taverneir-Psychologist

Dulani Turner – CSEA

Kimberly O'Connell-Assistant Principal

Siobhan Henry – 5th grade teacher

Rose Johnson – SPED Teacher

Laura Mendoza-ENL Teacher

Sonia Gonzalez – CSEA Aide

Rosimar Otero-Parent

*And in partnership with the staff, students, and families of **Eugenio Maria de Hostos
MicroSociety School***

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 Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document "[How Learning Happens](#)," particularly page 3. Then 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 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

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.

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>Full MicroSociety Implementation for the 2022-2023 School year to deepen connections among Students, Staff, and the Community</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?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • As a MicroSociety Program, we multi-age groups for student participation in real world learning. Due to the COVID restrictions, we could no longer implement program with fidelity. As a MicroSociety school, we felt a tremendous loss of the guiding principles instilled through Micro of student voice in their learning and the sense of community fostered by the MicroSociety implementation. • This emerged as a schoolwide commitment because teachers noticed a change in positive student behavior and student engagement and ownership of their own learning. Teachers shifted to being facilitators back to a more teacher guided instructional approach as a result of virtual learning needs. Without Micro interdependence as a society, teachers were also more isolated from each other. • This commitment was influenced by the How Learning Happens document in that students unanimously shared they missed participation in Micro. MicroSociety fosters an environment rife with meaningful learning opportunities and real-world applications. It helps create a student sense of belonging and fosters community responsibility through the multi-aged grouping. Students have a say in shaping their own learning through our yearly Job Fair and a sense of community is fostered through our Citizenship and Naturalization process. Teacher reflections also indicated that they felt students were better behaved when they engaged in the Micro Values setting TEACH and HEART curriculum. • This is the right commitment to pursue as the MicroSociety Program addresses many of the elements that are identified in the How Learning Happens document such as Meaningful Learning through CTE basics and real-world applications and skills, Intentionality through self-selection of

Commitment 1

Ventures, Agencies and jobs within the society, a sense of belonging through our Naturalization and Citizenship Oath and Process as some basic examples.

- This fits into other commitments and the school's long-term plans as the MicroSociety is the foundation of how learning happens at Hostos. It sets the foundation for all Learning as the values, tenants and student choice is often reflected across all curriculum content when implemented with fidelity.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Immediate implementation of the TEACH Curriculum and HEART libraries use</p>	<p>In September we will implement Micro Learning and Teaching to set the foundation of student learning. In order to meet all tenets including supporting SEL, instituting Friendship and Citizenships as well as specific Micro Awards</p>	<p>Teacher completion of lessons will be indication of foundational skills setting</p> <p>Teachers will look at multiple ways of celebrating all students.</p>	<p>Funding-Need MicroSociety Consultant to assist in development of Micro Implementation Timeline. This will include detailed guideline for implementing the TEACH and HEART curriculum Funding – hire a Micro Coordinator to help implement program with fidelity</p>
<p>Extend opportunities for students to engage with one another, particularly at the start of the year through the MicroSociety Job Fair</p>	<p>Careful planning and set deadlines for completing resumes, setting up the job fair and providing students the opportunities to take on Leadership roles through the implementation of the Academies.</p>	<p>Student led implementation of Micro ventures and agencies.</p>	<p>Consultant- List of interested students, teachers that will teach the academies and implement the coordination. Use of a retired teacher who</p>

Commitment 1

<p>and the CEO/CFO Academies.</p>			<p>could be paid to help coordinate Micro Implementation.</p>
<p>Parental and community involvement in Micro Program Implementation</p>	<p>This strategy will entail coordination and assessment of how we can involve parents into our MicroSociety Program and create community-based partnerships.</p> <p>Creation of Class Parents to assist with all facets of plan including Micro and SEL parent needs</p>	<p>Increase in parent participation in Micro as well as more joint community participation via local businesses and entrepreneurs. Re-establish “Bring Your Parent to Work Day”</p>	<p>Funding- In order to be able to have teacher make these connections, funding is needed so that they can plan and coordinate after school planning. Buses to travel to some businesses and other facilities for real world application and opportunities.</p>
<p>Student involvement in design and planning of MicroSociety implementation</p>	<p>This strategy will entail development of a focus group of students who can represent the grades through the development of Hostos microcity Government.</p>	<p>This group will focus on leading the implementation of the program as a governing body to ensure Micro tenants are met.</p>	<p>Scheduling-Class run elections, teacher who will lead the government agency, surveys of constituents for MicroSociety implementation.</p>
<p>Overall increase in PTA Membership</p>	<p>Targeting parents in June of 2022 for early registration for upcoming year. Beginning year with celebrations that bring in parents for enrollment in PTA</p>	<p>Attendance at meetings and increased enrollment in PTA Membership</p>	<p>Coordination- Work with PTA to motivate parents</p>

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Students report that their school peers: Help each other learn.	93%
Staff Survey	Teachers report that other teachers in the school: Help maintain discipline in the entire school, not just their classroom?	85%
Family Survey	Parents report that they are an important part of improving the school.	85%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

We believe that our students will report in student voice surveys an increased sense of belonging in the school community. We believe that we will see a decrease in classroom removals and suspensions as a result of this increased student belonging.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to strengthening our ability to provide a cohesive, relevant curriculum that engages students in their learning by providing a student-centered focus for instruction and infusing culturally relevant instructional supports.</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?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<ul style="list-style-type: none"> • This commitment is chosen because again, due to the pandemic, many group celebrations and activities were put on a pause. Students felt isolated during virtual instruction and lacking supports and a belief that they could accomplish learning independently. • This emerged as something to commit to as a result of the 5 Essentials Survey as well as the Self Equity Survey where teachers felt that they could incorporate more social justice discussions and current event activities to daily instruction, particularly in the Intermediate grades. We saw progress in teachers being more willing to take risk when implementing new instructional strategies and would like to improve on the gains made. Students surveys indicated they enjoy learning more when the content is relevant to them, when more-project based learning occurs and when they are able to engage in SEL check-ins of learned content. • This is the right commitment to pursue because it is aligned to our MicroSociety Core Values and is a direct commitment addressing our students needs and wants. This allows the plan to incorporate student voice in their learning.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	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?
Incorporation of Thinking Map Usage across all content areas	This strategy entails moving teacher and student mindset of we use Thinking Maps to understanding we are a Thinking Map school and should be sharing through setting expectations and modeling usage.	Teacher incorporation of Thinking Maps in lessons. Non-tenured teacher lesson plans incorporation of Thinking Maps	Funding- Purchase of PD to support continued Funding- to provide new staff with after school training
Vertical Team Planning	Grade Level Meetings this year have been designed to be more vertical in nature. Implementation of new Schoology software will allow for teachers to have a common space to be able to co-plan both by content, across content, on grade level and vertically.	Usage of Schoology platform.	Trainer- would like specific school-based Schoology Trainer to support this strategy Funding- Teachers need time to be able to meet beyond a 30 - minute meeting to be able to plan appropriately
Increase culturally relevant curricular materials	During grade level meetings in September, teachers will conduct a simple review of the books they read as a way to consider how books are an entry point for exposure to different	Teachers gain perspective early in the school year on the books they read, and how, what, and whom they read shapes their	Schedule - time in grade level meetings Purchasing new books for the school and classroom libraries.

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	<p>experiences. Grade level teams will have a dialogue about what they discovered. Grade level teams will consider how to best provide a similar experience for the students in their grade level. https://www.edutopia.org/article/how-audit-your-classroom-library-diversity</p> <p>In October, a team will explore various culturally responsive curriculum and library audits and identify one to use for the school. Students will be brought in to assist with the audit.</p> <p>We will purchase materials in areas that the audit has identified need strengthening</p>	<p>perspectives and their teaching. Students are given the opportunity to participate in a review of existing materials and the selection of new materials this fall.</p> <p>Identification of materials to purchase by December.</p> <p>Classroom teachers begin using materials no later than the week after winter break.</p>	<p>Purchasing curricular materials to supplement existing curriculum.</p>
<p>Structured grade-level collaboration that emphasizes common strategies and appropriate material</p>	<p>Teachers will align curriculum during weekly grade-level meetings, with the assistance of administration.</p>	<p>Weekly grade level meeting will revolve around a common focus and have new strategy shared by a group member</p>	<p>Scheduling - Incorporate Grade level meeting to Master Schedule</p>
<p>Administrative Monitoring</p>	<p>During walkthroughs throughout the year, the administration will look for ways in which teachers refer to strategies taught in previous years and this year.</p>	<p>The principal is able to provide helpful feedback related to curriculum cohesion and the incorporation of culturally responsive materials</p>	<p>Time – making sure the administration has time protected and is not diverted toward other responsibilities</p>

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Students report the following about one specific class: The teacher asks difficult questions in class.	65%
Staff Survey	Teachers report how often they have done the following: Observed another teacher's classroom to get ideas for your own instruction.	60%
Family Survey	Parents report that they are satisfied with the education their child is receiving at this school.	92%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

Teachers across all grade levels will have integrated culturally responsive projects throughout the school year. Student voice surveys will indicate a greater level of student choice and interest in their research topics.

Monthly Celebrations inclusive of all cultures and current events and celebrations.

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one commitment we will promote for 2022-23?	As a community-based school, we would like to increase parental education and supports that will address student social emotional needs so that students feel supported and strive for educational excellence.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the school's vision?</i>• <i>Why did this emerge as something to commit to?</i>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the school's long-term plans?</i>	<ul style="list-style-type: none">• As a school we know that students will learn best when we address the needs of the whole child. Students must feel supported and cared for in order to be a successful part of our learning community. We also know that we cannot meet a students' needs in isolation but must collaborate with parents and the community as a whole.• As a team we were greatly concerned that 24% of our surveyed students responded that their parents never or only some of the time show they are proud of them. We likewise were concerned to see 10% of teachers surveyed share that they did not feel like they had an effective partnership with students' parents.• In our equity self-reflection we identified a need to encourage greater parental involvement in student learning, school activities, and communication with teachers.• If we can strengthen our connection with student families and support student emotional well being students will be more apt to engage in rigorous studies.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Regular Schoolwide Positive Reinforcement for Student Performance</p>	<p>The school will host regular students awards both to encourage student achievement and pride but also to bolster parent participation at school events.</p> <p>Calendar creation to announce daily and monthly activities</p>	<p>Fall Semester Awards Night Marking Period Honor Roll Student of the Month Spring Semester Awards Night Parent Weekly Reader</p>	<p>Time and Scheduling – All Teachers will be intentional in incorporating parent participation through project-based learning opportunities and scheduled school wide events.</p>
<p>Supporting Parents in Communicating with Teachers</p>	<p>The school will work to encourage two-way communication between teachers and parents that is responsive to the needs of both stakeholders.</p>	<p>Training parents in the use of messaging apps (such as ClassDojo). Training staff to use texting platforms (such as google voice) to allow asynchronous communication with parents without smart phones.</p>	<p>Scheduling Drive Title I and Title III parent meetings with focus on parental involvement and supports</p>
<p>Training Parents in Supportive Strategies</p>	<p>The school will provide specific opportunities for parents to celebrate the accomplishments of their children.</p>	<p>Title I and Title III meetings will incorporate strategies on how parents can create effective communication</p>	<p>Time School Psychologist and Social Worker will provide opportunities</p>

		with students as well the different ways we can celebrate student accomplishments.	and resources at scheduled meetings to do this.
Social Emotional Support Classroom Check-Ins	Teachers will continue to implement social and emotional supports established in prior school years to support students' non-academic needs.	Expanded teacher incorporation of strategies learned through the NSI Cycle of Continuous improvement for SEL Check in and support in academic settings.	Scheduling- intentional inclusion into all 8:05 meetings. Time- School support staff such as Psychologist, Social Worker and Guidance counselor will help work with all teachers in creating calming corners in all classrooms

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

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

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	Students report the following about their parents. My parents: Show they are proud of you.	80%
Staff Survey	Teachers report the following: Teachers and parents at this school think of each other as partners in educating children.	90%
Family Survey	Parents will report that they were provided with suggestions on how to support their child in school	75%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

We believe parents will understand the importance of students’ social emotional well being and provide more opportunities to celebrate their child’s successes.

Our Team's Process

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
Elda Perez-Mejia-Principal
Kimberly O'Connell-Assistant Principal
Kelly Ficarrotta- K Teacher
Maria Randazzo-7/8 Social Studies
Elaine Vitale-Title I
Anna Taverneir-Psychologist
Dulani Turner – CSEA
Siobhan Henry – 5 th grade teacher
Rose Johnson – SPED Teacher
Laura Mendoza-ENL Teacher
Sonia Gonzalez – CSEA Aide
Rosimar Otero-Parent

Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. 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	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan
October 12, 2022					
November 16, 2022					
December 7, 2022					
January 4, 2022					
February 1, 2022					
March 1, 2022					
April 12, 2022					
May 3, 2022					
June 7, 2022					

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 process informed the team's plan

Students were interviewed in small groups by similar age level. Interestingly both younger and older students shared several similar reflections. Students shared a high degree of trust in their teachers and high sense of focus in themselves. However, there was a shared hesitancy towards trusting peers or believing peers were similarly focused. We believe this disconnect in community is a symptom of the reduced role of the MicroSociety in the last two years.

Equity Self-Reflection

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

The self-reflection gave the team a chance to combine their own experiences with the data gathered in our student interviews and the 5 Essentials survey. Here the team identified needs to renew our MicroSociety, increase our use of projects-based culturally relevant education, and support better teacher-parent collaboration.

Next Steps

Next Steps

1. **Sharing the Plan:**

All Schools: Ensure that the local Board of Education has approved the plan after approval by the PLC lead and that the plan is posted on the school website.

2. **Implementing the Plan**

- a. Ensure that the plan is implemented no later than the first day of school
- b. Monitor implementation closely and make adjustments as needed
- c. Ensure that there is professional development provided to support the strategic efforts described within this plan.