



School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Yonkers Public Schools	Cesar E. Chavez	PreK-8

Collaboratively Developed By:

The Cesar E. Chavez SCEP Development Team
SCEP Team Members: Magdaline Delany, Veora Robinson, Kiara Pichardo, Edwardo Rodriguez, Michelle Russo, Jillian Siefring, Lynda Tarantino, Nicole Gonzalez, Jonathan Hernandez, Andrea Lopez

And in partnership with the staff, students, and families of Cesar E. Chavez

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>The Cesar E. Chavez School is committed to implementing effective systems and best practices aimed at reducing chronic absenteeism for students in all grade levels PreK-8.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>To achieve this commitment, our school will identify and address the barriers contributing to the high rate of student absenteeism, such as transportation issues, health concerns, lack of engagement, socio-economic factors, and inadequate support systems at home.</p> <p>Our school recognizes the pressing issue of chronic absenteeism among our student population and the detrimental impact it has on academic growth, and the overall quality of education that we provide at Cesar E. Chavez School.</p> <p>Our Shared Decision Committee and Chronic Absenteeism Task Force analyzed The YPS School Attendance and Chronic Absenteeism Report (through June 10, 2024) and noted that the Cesar E. Chavez School Attendance percentage YTD is 89.57 % and the percentage of students chronically absent (10% or more of enrolled days) YTD is 41.06 %. In response to this concerning statistic, the school has set a commendable goal of reducing chronic absenteeism by 22%. The shared decision committee drafted a survey and sent it to the teachers. The survey results indicated that 90% of the teachers in our school agree that students who are frequently absent miss out on valuable instruction; Social Emotional Learning and overall academic achievement.</p> <p>By proactively tackling these obstacles and fostering a supportive and engaging learning environment, the school is committed to create a culture where every student is motivated and empowered to attend school regularly, thus ensuring they receive the education they deserve to reach their full potential.</p>

Key Strategies

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

Commitment 1

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Early Intervention and Support	NEW	Using the 2023-2024 attendance report/data the school Chronic Absenteeism Task Force will review the prior year chronic absenteeism data and put students into specific groups with Tier II and Tier III based on identifiable needs (transportation, communication, historical attendance data, etc.) Members of the attendance committee will communicate with families of students with excessive absences the prior year before the start of the school year to offer support addressing the identified barriers.
Data Collection; Analysis to monitor and track students' attendance. Stakeholder Engagement	EXPANDING	The data clerk will generate the truancy report from PowerSchool weekly for the Chronic Absenteeism Task Force to facilitate a tiered system of monitoring and tracking the attendance of the Tier II and Tier III students.
Communication with Families	REFINING	Ongoing communication with families of Tier II (less than 90%), Tier III (less than 80%) students and work to minimize any possible barriers resulting in chronic absenteeism for each tier. Students with over 3 absences monthly will be given intensive interventions from Chronic Absenteeism Task Force.

Implementation

KEY STRATEGY 1	Early Intervention and Support	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Conduct an initial assessment to identify the chronic absenteeism rate for each Tier and patterns from the prior year for Tier II and Tier III.	by EPM	<input type="checkbox"/>
Connect Ed calls along with the distribution of letters to families to provide psychoeducation from the first week of school to emphasize the importance of consistent attendance from Pre-K through eighth grade. <ul style="list-style-type: none"> Outreach to families of students in Tier II and Tier III 	by EPM	<input type="checkbox"/>
Analyze the October to December chronic absenteeism data from the current school year; identify the students who move from Tier I to Tier II. We will determine the barriers, including socio-economic factors, school climate, and family dynamics and	by MYB	

Commitment 1

reach out to families of the newly identified group to provide interventions and supports. Continuously move students among tiers through the MTSS process.	
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RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Common meeting time and space as well as access to a computer and a printer.	

KEY STRATEGY 2	Data Collection; Analysis to monitor and track students' attendance. Stakeholder Engagement
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Form a Chronic Absenteeism Task Force consisting of the Pupil Support Team personnel to monitor and target students with chronic absenteeism through data analysis. Review the chronic absenteeism data to place students into specific groups based on identifiable need.		by EPM <input type="checkbox"/>
Engage parents and guardians through workshops and communication to emphasize the importance of regular attendance.		by EPM
Weekly meetings with the Chronic Absenteeism Task Force to review truancy reports from PowerSchool to identify patterns and trends concerning students' attendance. <ul style="list-style-type: none"> • Based on the data collection and analysis Recognition of students who reach 95% attendance (Tier I) per month with an award/reward for perfect attendance. Hold bi-weekly meetings to analyze truancy reports, share insights, utilize strategies to address the concerns. <ul style="list-style-type: none"> • Contact Parents • Send attendance letters to parents to children who exhibit excessive attendance concerns. • Utilize a reward system to motivate students and parents to improve attendance and punctuality. 	by MYB	

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Common meeting time, meeting space, card stock, and access to a computer and a printer.	

KEY STRATEGY 3	Communication with Families
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IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Outreach to families and students identified with chronic absenteeism in weekly truancy reports.		<input type="checkbox"/> by EPM
The Chronic Absenteeism Task Force will provide referrals, interventions, and other supportive services to families and students with chronic absenteeism.		<input type="checkbox"/> by EPM
During the congruence period time will be allotted for teachers to communicate with families regarding their students' attendance.		<input type="checkbox"/> by MYB
Develop personalized attendance improvement plans for students with chronic absenteeism.		by MYB

Commitment 1

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Common meeting time and space with access to a computer and a printer.

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Early Intervention and Support	Chronic Absenteeism Reports; Review of the attendance data for each grade level for September and October.	We hope the data will show student attendance maintaining a level of 90 to 95%.	
Data Collection and Analysis to monitor and track students' attendance. Stakeholder Engagement	Review of Power School weekly truancy data for the months of September and October as well as the monthly attendance report from Assistant Superintendent Dr. Hernandez	We hope to see a decrease in the previously identified barriers thus improving the attendance rate.	

Commitment 1

Communication with Families	Analyze weekly truancy reports, congruence meeting notes from teachers and, personalized attendance improvement plans	An overall decrease in chronic absenteeism and better understanding of barriers leading to chronic absenteeism among the Tier II and Tier III students.	
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Mid-Year Benchmarks and End-Of-The-Year Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<ul style="list-style-type: none"> • PowerSchool attendance data • Progress Reports and MP1 report cards of Tier II and Tier III students • Attendance Task Force Reports 	<ul style="list-style-type: none"> • We should see an improvement in students' overall performance levels, especially with middle school missing assignments. 	
End-of-the Year Targets	<ul style="list-style-type: none"> • PowerSchool Attendance data • Final Report Cards of Tier II and Tier III students • Chronic Absenteeism Task force data 	<ul style="list-style-type: none"> • Based on report card data, attendance records, and self-reported information, we will maintain an attendance rate of 95% or above. 	

Spring Survey Targets

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

Commitment 1

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	Panorama Survey data: How connected do you feel to adults at your school?	31% Favorable	40% Favorable	
Staff Survey	Panorama Survey data: How often do you meet in person with the families of your students?	66% Favorable	75% Favorable	
Family Survey	To what extent, do you think that children enjoy going to your child's school?	93% Favorable	95% Favorable	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>The Cesar E. Chavez School Community is committed to implementing a rigorous academic program for all students, through a multi-tiered system of interventions and supports.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>At The Cesar E. Chavez School, we wholeheartedly commit to fostering an inclusive learning environment where every student feels valued, supported, and empowered to excel. With unwavering dedication, we pledge to cultivate a culture of academic excellence, aiming to enhance student performance. Through innovative teaching methods, personalized support, and a deep commitment to equity and diversity, we will strive to unlock the full potential of every learner, ensuring their success and fulfillment both in and beyond the classroom.</p> <p>The analysis of the spring assessments for each subgroup revealed that our students have demonstrated substantial improvement in ELA at a higher rate than mathematics on each grade level.</p> <p>The results of the Panorama Survey indicated that teachers expressed the need for a schoolwide implementation of MTSS in order to close the learning gaps among all subgroups.</p>

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
<p>Utilize Diagnostic Prescriptive Data-Driven Instruction and Progress Monitoring</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> EXPAND</p> <p><input type="checkbox"/></p>	<p>Establish a systematic process for collecting and analyzing student achievement data from various sources, including formative and summative assessments, to inform instructional decisions from the 2023-2024 Spring assessment.</p>

Commitment 2

<p>Facilitating Professional Development designed to support staff with MTSS systems and practices to differentiate instruction leading to academic growth for all students</p>	<p><input type="checkbox"/> NEW <input type="checkbox"/> <input type="checkbox"/></p>	<p>We will be conducting a professional development survey to gauge the professional development needs of the staff in fully infusing MTSS in all aspects of the grade level curriculum. Create a professional development task force to formulate the Cesar E. Chavez professional development plan for the year to equip teachers with the understanding, skills, tools, and resources necessary to fully implement the MTSS initiatives to address the individual needs of all learners in their classrooms.</p>
<p>Alignment of instructional intervention plans targeting specific gaps in skills, content areas, and SEL needs</p>	<p><input type="checkbox"/> <input type="checkbox"/> EXPANDING</p>	<p>Once the data has been analyzed each classroom will group their students into tier I, tier II, and tier III groups for differentiation of instruction. Grade level teams will use tier supports to address instructional challenges in the classroom. Create an SEL Club with service opportunities for fifth and sixth grade students. The SEL club will aim to foster a sense of school community leadership and service.</p>

Implementation

KEY STRATEGY 1	Utilize Diagnostic Prescriptive Data-Driven Instruction and Progress Monitoring	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		
Develop data analysis protocols and provide professional development for teachers on using data to differentiate instruction and adjust teaching strategies.	<input type="checkbox"/> by EPM <input type="checkbox"/> and MYB	
Implement progress monitoring tools and procedures to track student growth and identify areas for targeted intervention or enrichment.	<input type="checkbox"/> by EPM <input type="checkbox"/> and MYB	
Utilize formative assessments: Regularly administer assessments to gather data on student progress and understanding	<input type="checkbox"/> by EPM <input type="checkbox"/> and MYB	
Analyze data collaboratively: Teachers and instructional leaders should come together to analyze assessment data, identify trends, and pinpoint areas where students may need additional support.	<input type="checkbox"/> by EPM <input type="checkbox"/> and MYB	
Adjust instruction accordingly: Based on data analysis, teachers can tailor their instruction to address specific learning needs, providing targeted interventions and enrichment activities to ensure all students make meaningful progress.	<input type="checkbox"/> by EPM <input type="checkbox"/> and MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money, lead teachers to facilitate best practices, grade level planning committees, data-mate (testing grades)		
Common planning time, professional development and professional development committee.		

KEY STRATEGY 2	Facilitating Professional Development designed to support staff with MTSS systems and practices to differentiate instruction leading to academic growth for all students
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Commitment 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Provide professional development for teachers facilitating comprehensive MTSS practices to address the individual needs of their students.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Facilitation of interclass visitations to observe best practices for the purpose of improving pedagogy.	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Create opportunities for one-to-one conferences, horizontal and vertical planning; PLC and congruence sessions and teacher reflections	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
iReady Math, iReady Assessments/Lessons		

KEY STRATEGY 3	Alignment of instructional intervention plans targeting specific gaps in skills, content areas, and SEL needs	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Commit to establishing small-group interventions and targeted support programs tailored to address individual needs.	<input type="checkbox"/> by EPM And MYB	
Provide focused attention and personalized instruction, empowering struggling students to strengthen their skills and build confidence in their academic abilities.	by EPM And MYB	
Establish a MTSS system for teachers to focus on clear instructional expectations, monitoring, and feedback for Tier I instruction; data analysis system for identifying students for Tier II interventions and progress monitoring system for accountability for Tier III interventions. Implement a system for monitoring the implementation of scaffolds across content areas daily lessons, vocabulary routines, and active use of technology across all content areas. Facilitate PD sessions for teachers on best Tier I, Tier II, and Tier III SEL supports.	by EPM And MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money, Benchmark, MAP Assessments, iReady diagnostic		

RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Money, Benchmark, MAP Assessments, iReady diagnostic		

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)

Commitment 2

<p>Utilize Diagnostic Prescriptive Data-Driven Instruction and Progress Monitoring</p>	<p>Spring NYS ELA and Math assessments, MAP for all grade levels, and, I-Ready results</p>	<p>Through collaborative data analysis teachers will be using the MTSS system to identify patterns and trends in student performance to provide differentiated tiered instruction to address individual needs of students. Teachers will use baseline scores to group students into three tiers; students receiving core universal instruction; students receiving additional supports and students receiving intensive supports.</p>	
<p>Facilitating Professional Development designed to support staff with MTSS systems and practices to differentiate instruction leading to academic growth for all students</p>	<p>The school-based PD monthly survey based on the district and school goals</p>	<p>We hope to see teachers facilitating PD on best practices to implement the MTSS system. Weekly grade level congruence and ICT planning.</p>	
<p>Alignment of instructional intervention plans targeting specific gaps in skills, content areas, and SEL needs</p>	<p>Student performance from baseline assessments administered in September</p>	<p>Differentiated tiered instruction. Analysis of individual student goals set based on data analyzed.</p> <p>Implementation of the District’s Foci: Critical Thinking; Accountable Talk and Checks for Understanding fully incorporated in all aspects of instruction using an MTSS approach.</p> <p>Vertical alignment of instructional intervention plans utilizing MTSS framework organized in three segments from I-1, 2-5, and 6-8 targeting specific gap in skills, content and SEL needs.</p> <p>Incorporation of Student Intervention Plans · Utilizing data from Cesar E. Chavez Individualized Profiles.</p>	

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

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

Commitment 2

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	Fall & Winter MAP/iReady Diagnostic and Data Mate	Aimed at reaching 50% of the desired benchmark in student performance. Recognize and celebrate incremental gains and successes achieved by students and educators throughout the mid-year review process.	
End-of-the Year Targets	End of year Benchmark and iReady Assessments and NYS Assessments	Overall student academic growth.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	Overall, how much do you feel like you belong at your school?	70% Favorable	70% Favorable	
Staff Survey	On most days, how enthusiastic are the students about being at school?	81% Favorable	85% Favorable	
Family Survey	How much of a sense of belonging does your child feel at his/her school?	92% Favorable	95% Favorable	

COMMITMENT 3

<p>What is one Commitment we will promote for 2024-25?</p>	<p>The school is committed to implementing comprehensive strategies aimed at improving our students' math performance in all grade levels. Through data driven instruction, a multi-tiered intervention system of student supports and ongoing professional development for our educators, we pledge to empower every student to reach their fullest potential in mathematics.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<ul style="list-style-type: none"> • The results of the NYS exams demonstrated a substantial increase in ELA for all subgroups; however, the increase in math scores was less than 3%. • Most subgroups scored poorly in solving multi-step problems based on the error analysis conducted by each grade level team using the DataMate assessment results. • _____ % of students scored a 1 on the NYS math exam. • According to spring MAP data, _____ % of students are on grade level in math. • 2023-24 was the first year using the iReady math curriculum. Teachers will benefit from related professional development and grade level planning time. • According to the Panorama survey, 81% of students feel supported by adults at school with 90% of students stating they would be excited to have their current teacher for an additional school year. • According to the Panorama survey, 93% of parents feel Cesar E. Chavez is preparing their child for the next academic school year. • The survey also revealed that teachers would like more input in important curriculum decisions.

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
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Commitment 3

Data analysis	<input type="checkbox"/> REFINE	<ul style="list-style-type: none"> Data analysis of all NYS Math assessment results and iReady reports to identify the achievement gaps among all subgroups.
Math instruction through Multi-Tiered System of Supports	<input type="checkbox"/> <input type="checkbox"/> REFINE	<ul style="list-style-type: none"> Math teachers will use the assessment results to plan and implement Tier I math instruction. Tier II and III intervention Teachers will use observable data to track and monitor students' performance at all Tier levels.
School-Based Math Task Force & Professional Development	<input type="checkbox"/> REFINE	<ul style="list-style-type: none"> The Math Task Force will work closely with each grade level to develop initiatives to address Math deficiencies at each grade level. Determine and communicate the expectations for Tier I lesson planning and instruction to all teachers Pre-K through 8th. Initiate monthly math fluency campaigns Math goal setting for growth with students Growth monitoring Create and schedule weekly lesson plan feedback cycled with non-tenured teachers. Provide each grade level teacher team with a template and training/support to complete data analysis of the math assessments and create an action plan that address Tier I and II interventions. Provide staff with differentiated training, coaching and feedback on implementation of Tiered group instruction based on status and growth goals. Provide differentiated professional development to teachers based on their areas of need.

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

Implementation

KEY STRATEGY 1	Data analysis	When will this be in place?
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		
<ul style="list-style-type: none"> Gather available math data (MAP, iReady, NYS Math, DataMate) to identify areas of strengths and weaknesses at each grade level. 		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
<ul style="list-style-type: none"> Based on the data analysis, identify specific areas of math where students are struggling or underperforming. Look for common misconceptions, recurring errors, or gaps in understanding that may be hindering student progress. 		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 3

<ul style="list-style-type: none"> Establish clear, measurable goals for improving student math performance based on the identified areas for improvement. These goals should be specific, achievable, and aligned with state standards, curriculum objectives, and proficiency benchmarks. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
MAP, iReady, NYS data and DataMate results, time for grade level and vertical data analysis sessions	

KEY STRATEGY 2	Math instruction through Multi-Tiered System of Supports	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
<ul style="list-style-type: none"> Utilize results to create differentiated groups for instruction. Develop targeted interventions and instructional strategies designed to address the identified areas for improvement. Tailor interventions to meet the diverse learning needs of students, incorporating differentiated instruction, small group instruction, technology-enhanced learning, and other evidence-based practices. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<ul style="list-style-type: none"> Implement the identified interventions consistently and systematically, monitoring students' progress and adjusting instruction as needed based on ongoing data analysis. Provide students with ample opportunities for practice, feedback, and support to reinforce their understanding of math concepts and skills. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<ul style="list-style-type: none"> Continuously monitor students' progress toward achieving the established goals using formative assessments, progress monitoring tools, and ongoing data analysis. Track student performance over time, identify trends or changes in achievement levels. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
<ul style="list-style-type: none"> Evaluate the effectiveness of the interventions implemented by comparing pre- and post-intervention data, analyzing student outcomes, and soliciting feedback from teachers and students. Determine whether the interventions have led to improvements in student math performance and adjust strategies as needed based on the results. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	

RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Grade level congruence meetings, ICT planning sessions, grade level conferences with administration for feedback	

KEY STRATEGY 3	School-Based Math Task Force & Professional Development	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
<ul style="list-style-type: none"> Teachers will have ongoing PD to facilitate data analysis and using data to inform instruction. 	<input type="checkbox"/> by EPM <input type="checkbox"/> and MYB	
<ul style="list-style-type: none"> Teachers will have PD designed to support staff with the implementation of MTSS. 	<input type="checkbox"/> by EPM <input type="checkbox"/> and MYB	

Commitment 3

<ul style="list-style-type: none"> Teachers will have opportunities to share best practices with colleagues during morning PDs. 	<input type="checkbox"/> by MYB
<ul style="list-style-type: none"> Teachers will participate in PD with a focus on differentiating instruction for diverse learners including culturally responsive instruction. 	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

PD presenters from the district, administration and our staff, 8:05 time, grade level planning time

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Data analysis	MAP & iReady	When reviewing the early progress milestone data, we hope to see positive trends indicating improvement in student performance at all Tier levels and across all metrics.	
Math instruction through Multi-Tiered System of Supports	Classroom instruction, Grade level congruence meetings, ICT planning sessions, grade level conferences with administration for feedback	<p>When reviewing the early progress milestone data and for the implementation of the multi-tiered system of support (MTSS), we aim to observe differentiated group instruction during classroom visits and/or learning works. Students math goal setting displayed on math data walls. Tier I instruction, Tier II and III interventions being implemented.</p> <p>Differentiated intervention</p> <p>Student growth in end of year unit assessments.</p>	

Commitment 3

<p>School-Based Math Task Force & Professional Development</p>	<p>Professional Development presenters from the district, administration and our staff, 8:05 time, grade level planning time</p>	<p>Observe teachers and Task Force in PLC teams planning grade level initiatives. Observe Task Force providing differentiated professional development and coaching sessions to teachers.</p>	
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Mid-Year Benchmarks and End-Of-The-Year Targets

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

	<p>What data will we be reviewing?</p>	<p>What do we hope to see when we review that data?</p>	<p>What we ended up seeing <i>(complete when reviewing mid-year data)</i></p>

Commitment 3

<p>Mid-Year Benchmark(s)</p>	<p>MAP, iReady, NYS data (error analysis reports) and DataMate results</p>	<p>1. MAP Scores:</p> <ul style="list-style-type: none"> - Quantitative: We will look for an increase in average scores compared to baseline data. - Qualitative: We will assess whether students are demonstrating improved mastery of specific skills and concepts targeted in instruction. <p>2. iReady Scores:</p> <ul style="list-style-type: none"> - Quantitative: We will monitor growth in individual student scores and compare them to expected growth trajectories which teachers predict in January using DataMate scores, MAP, and iReady results. - Qualitative: We will evaluate whether students are applying skills learned in iReady lessons to other academic tasks and demonstrating deeper understanding. <p>3. New York State Math State Test Scores:</p> <ul style="list-style-type: none"> - Quantitative: We will analyze changes in average scores compared to previous years or benchmarks. - Qualitative: We will determine if students are exhibiting increased proficiency in math concepts assessed on the state test through reviewing sample questions and student work. <p>4. Datamate Results:</p> <ul style="list-style-type: none"> - Quantitative: We will track metrics such as attendance rates, discipline incidents, and completion of assignments. 	
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Commitment 3

		- Qualitative: We will assess changes in student behavior and attitudes towards learning, such as increased engagement in class, improved collaboration, and adherence to classroom expectations. By examining both quantitative data for measurable progress and qualitative indicators for deeper insights into student behaviors and practices, we can effectively track the success of our strategies within the 6 to 10-week milestone period.	
End-of-the Year Targets	End of year i-Ready and MAP assessments	Student performance with a goal of 10% in mathematics.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	Panorama Survey data for grades 3-5: At your school, how much does the behavior of other students hurt or help your learning? Panorama Survey data for grades 6-12: At your school, how much does the behavior of other students hurt or help your learning?	65% Favorable 30% Favorable	75% Favorable 45% Favorable	
Staff Survey	Panorama Survey data: How often do you see students helping each other without being prompted?	76% Favorable	85% Favorable	

Commitment 3

Family Survey	Panorama Survey data: How well do you feel your child's school is preparing him/her for his/her next academic year?	93% Favorable	100% Favorable	
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COMMITMENT 4

(this section can be deleted if there is no fourth Commitment)

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>Cesar E. Chavez School is committed to increasing community engagement by deepening our connections with parents and other community members, organizations, and resources. Cesar E. Chavez School commits to boosting PTA membership and involvement by 12%.</p>
<p>Why are we making this Commitment?</p> <p><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 what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>By inviting community members and organizations to be partners of the school, we can foster a sense of cohesiveness and further support our vision of a diverse and inclusive learning community. In doing so, we will build lasting relationships between parental figures, school staff, and the broader community. Data shows that increasing community engagement offers a wide range of benefits for students including enhanced learning and achievement, an increase in motivation, and improved student behavior. This year, we noticed a decrease in parent involvement in PTA activities.</p> <p>According to an internal student survey students reported that they wanted to engage in special and fun activities, improve peer and teacher student relationships and communication, and have more vibrant and welcoming aesthetics in the school.</p> <p>According to the 23-24 Panorama Survey, 93% of parents reported a positive school climate. However, due to the decrease in parent involvement in PTA activities we would like to leverage this to increase parent involvement in the PTA by 12%. According to research, positive school climate has been widely recognized as significantly impacting learning and social-emotional growth. In addition, a positive school climate promotes academic motivation and achievement. Research suggests that a positive school climate fosters a sense of belonging and connectedness among students, teachers, and staff.</p> <p>By increasing attendance of school hosted events, our school will not only provide students with the engaging and fun activities that will support their learning, but also provide parents, families, and organizations an opportunity to play an active role in students education and growth.</p>

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Enhance school activities and programming that promote community engagement	<input type="checkbox"/> EXPAND	An analysis of the number of community organizations that were involved was reduced from 6 to 3.
The school will promote active family involvement in the school community to enhance programming that improves school climate and sense of belonging.	<input type="checkbox"/> NEW	There was a decrease in parent involvement this past year from prior years. The school will diversify activities and programming to increase community engagement.
The school will enhance initiatives that improve peer and teacher/ student relationships and communication	<input type="checkbox"/> NEW	According to the Panorama Survey 44% of students reported a positive school climate and 42% of students reported a positive sense of belonging. According to the Panorama Survey 50% of students reported positive teacher/student relationships.

Implementation

KEY STRATEGY 1	Enhance school activities and programming that promote community engagement	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 1? What steps are involved?		When will this be in place?
Collaborate with community organizations to provide engaging programming (e.g., 914 United, Yonkers Public Library; Fordham University STEP)	<input type="checkbox"/> by MYB	
The school will host Parent Empowerment Sessions	by MYB	
Career Exploration Workshops	<input type="checkbox"/> by EPM	
Career Day	by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Space, school computers, access to Blackboard Connect, marketing materials, and time for outreach, planning, and implementation		

Commitment 4

KEY STRATEGY 2	The school will promote active family involvement in the school community to enhance programming that improves school climate and sense of belonging	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 2? What steps are involved?		When will this be in place?
Carnival/Field Day; Winter Extravaganza	<input type="checkbox"/>	by MYB
Field trips that promote learning, peer cohesiveness.		by MYB
Establish protocols for welcoming families into school during school hour		by MYB
Create quarterly Family Engagement Nights		by MYB
Establish a Family Room		by EPM
Career exploration workshops	<input type="checkbox"/>	by EPM
College readiness experiences	<input type="checkbox"/>	by EPM
Career Day		by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Space, school computers, access to Blackboard Connect, marketing materials, and time for outreach, planning, and implementation		

KEY STRATEGY 3	The school will enhance initiatives that improve peer and teacher/ student relationships and communication	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		When will this be in place?
Townhalls for middle school (5 th -8 th)	<input type="checkbox"/>	by EPM
SEL School Club & After School Clubs	<input type="checkbox"/>	by EPM
Encourage school staff to implement daily social-emotional check-ins	<input type="checkbox"/>	by EPM
Incorporate vibrant decor to improve overall aesthetics that promotes a welcoming school climate, sense of belonging, and comfort		by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Access to computers, common planning time, money, decoration		

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
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Commitment 4

Enhance school activities and programming that promote community engagement	Reach out to at least 10 community agencies. Reach out to parents in collaboration w/ the PTA to recruit partners.	The school will have made connections with at least 4 community agencies and planned dates for community-based events. Identified caregivers who will partner with school to plan/implement programming.	
The school will promote active family involvement in the school community to enhance programming that improves school climate and sense of belonging	Identify prospective dates and gather student feedback on prospective programming.	Increased family attendance and participation in school-based activities. 25% increase of parental involvement of PTA members and volunteers in the building. Community member volunteers. Community donations.	
The school will enhance initiatives that improve peer and teacher/student relationships and communication.	Gather student and teacher feedback on improving peer and teacher/student relationships and communication.	Daily SEL check-ins. Students directly interacting with staff. Decreased behavioral issues/concerns. Decreased suspensions by 30%.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	Quarterly Student/Teacher Feedback; Programming attendance/participation.	Positive reports regarding programming initiatives.	

Commitment 4

<p>End-of-the Year Targets</p>	<p>Student/Teacher Surveys; Attendance and participation rates.</p>	<p>Increases in community engagement, school climate, sense of belonging, improved peer and teacher/student relationships. Overall reduction of suspensions.</p>	
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Spring Survey Targets

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

	<p>Survey Question(s) or Statement(s)</p>	<p>2023-24 data if available <i>(e.g., % agree or strongly agree)</i></p>	<p>Desired response <i>(e.g., % agree or strongly agree)</i></p>	<p>What we ended up seeing <i>(complete once Spring survey results are available)</i></p>
<p>Student Survey</p>	<p>Overall, how much do you feel you belong at your school?</p>	<p>51% Favorable</p>	<p>60% Favorable</p>	
<p>Staff Survey</p>	<p>When you face challenges with particular students, how supportive are the families?</p>	<p>69% Favorable</p>	<p>75% Favorable</p>	
<p>Family Survey</p>	<p>How much of a sense of belonging does your child feel at his/her school?</p>	<p>92% Favorable</p>	<p>92% or higher favorable</p>	

Civic Empowerment Project (schools in CSI only)

Background

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

Options for Schools

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

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

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

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

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

- Participatory Budgeting
- Monthly School Focus Groups
- Climate Survey Inquiry Team
- Schoolwide Voting
- Collaborative School Improvement Grant Development
- Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

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

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

Team Collaboration

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

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	<i>3/5</i>	<i>3/12</i>	<i>3/19</i>		<i>4/10, 4/11</i>	<i>4/17</i>	<i>5/2 5/9 5/16</i>
Ms. Magdaline Delany	Principal							
Mr. Nasser Ibrahim	Asst. Principal							
Ms. Kiara Pichardo	Aide							
Dr. Edwardo Rodriguez	School Counselor							
Ms. Jilian Siefring	School Psychologist							
Ms. Michelle Russo	4 th Grade Teacher							
Ms. Lynda Tarantino	2 nd Grade Teacher							
Nicole Gonzalez	Student							

Our Team's Process

Jonathan Hernandez	Student							
Andrea Lopez	Student							

Learning As A Team

Directions

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

Student Interviews

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

The school shared decision community engaged in a thorough and inclusive process to finalize the school comprehensive plan by carefully examining the school's vision and mission. Through collaborative efforts, community members worked together to assess the school's needs and priorities, ensuring that the comprehensive plan would align with the overarching vision and mission of the institution.

To provide a structured framework for their planning efforts, the community reviewed the School Comprehensive Reform Plan (SCRП) template for the 2024-2025 academic year. This served as a foundational document that guided their discussions and decisions, helping to ensure that their strategies and initiatives were in line with the established goals and objectives outlined in the template.

In a bid to gather a wide range of perspectives and insights, the community developed and distributed several surveys to solicit input from the entire school community. These surveys were designed to capture feedback from students, parents, teachers, administrators, and other stakeholders, allowing the community to gain a comprehensive understanding of the needs and aspirations of all members of the school community.

Additionally, the community leveraged a student interview process to gather valuable input directly from students. This student-focused approach provided unique insights and perspectives that informed the team's planning efforts, ensuring that the comprehensive plan would reflect the voices and experiences of the primary beneficiaries of the school's initiatives.

Through this holistic and participatory process, the school shared decision community was able to harness the collective wisdom and perspectives of its members to develop a comprehensive plan that was informed by the school's vision and mission and tailored to meet the diverse needs of the entire school community.

Schools in the ATSI and TSI model only

Subgroup Spotlight

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

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

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

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.