



# School Comprehensive Education Plan

## *Local Support & Improvement (LSI)*

### 2023-24

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

**Collaboratively Developed By:**

*The Cesar Chavez SCEP Development Team:  
Ms. Magdaline Delany, Mr. Julian Menendez, Ms. Sherry Marji, Ms. Jillian Siefring, Ms. Linda Tarantino, Ms. Michelle Rivas-Hernandez. And in partnership with the staff, students, and families of Cesar E. Chavez.*

## 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><b>What is one commitment we will promote for 2023-24?</b></p>	<p>The Cesar E. Chavez School Community is committed to implementing a rigorous academic program on all grade levels, differentiated to target learning gaps by implementing systems to ensure students’ achievements in all academic area. This will be facilitated through multi-tiered systems of intervention and supports; Critical thinking; Accountable talk, and multiple checks for understanding, fully incorporating culturally responsive instruction.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school’s vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of data of all subgroups to identify learning gaps to drive differentiation of instruction.</li> <li>• Creation of a DEI committee to identify learning gaps among sub-groups to create an academic plan of action with a focus on Diversity; Equity and Inclusion.</li> <li>• Provide active support and resources to teachers for students’ academic growth through targeted professional development; Actionable feedback</li> <li>• Incorporate an AIS program during the school day and extended day.</li> <li>• Creation of the Cesar E. Chavez “Individual Student Profiles” to track and monitor growth and areas of concerns of all subgroups.</li> <li>• Creation of a monthly student survey for self-reflection and self-assessment.</li> </ul>

Commitment 1

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Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p><b>Must include action steps and initiatives aligned to YPS Strategic Plan:</b>  <b>Goal II:</b> Professional Development and  <b>Goal III:</b> 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>		<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><b>Data Analysis ; Differentiation of Instruction; Project based learning; Targeted Professional development; Implementation of the district’s instructional FOCI: Critical Thinking; Accountable Talk and Checks for Understanding.</b></p>	<p>September 2023 – June 2023</p>	<ul style="list-style-type: none"> <li>• Analysis of all Spring 2023 assessments to identify areas of strength and concerns of each subgroup.</li> <li>• Implementation of the District’s Foci: Critical Thinking; Accountable Talk and Checks for Understanding fully incorporated in</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated group instruction. Analysis of goals set based on data analyzed. Data binders.</li> <li>• Formative and summative assessments to track growth and target needs.</li> <li>• Implementation of mini-thematic units reflective of the diversity of all subgroups.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level congruence meetings and ICT planning sessions to formulate differentiated groups. Grade level and individual staff conferences with administration for feedback sessions.</li> </ul>

Commitment 1

		<p>all aspects of instruction.</p> <ul style="list-style-type: none"><li>• Teacher will have weekly staff development that will give opportunities to share best practices with their colleagues.</li><li>• PD designed and implemented to support staff with MTSS administrators facilitate staff meeting to embed social emotional learning into the fabric of the school and coordinate intervention to lead to academic growth.</li><li>• Vertical alignment of instructional</li></ul>	<ul style="list-style-type: none"><li>• Students' active engagement in accountable talk.</li><li>• Use baseline scores to group students into three tiers: Students receiving core/universal instruction. Students receiving additional support and students receiving intensive support.</li></ul>	<ul style="list-style-type: none"><li>• Incorporation of technology in all classroom.</li><li>• Provide resources to teachers to help with the facilitation of an inquiry based model to teaching Social Studies and Science.</li></ul>
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Commitment 1

		<p>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> <ul style="list-style-type: none"> <li>• Incorporation of Student Intervention Plans</li> <li>• Utilizing data from Cesar E. Chavez Individualized Profiles.</li> </ul>		
<p><b>Use of Fall MAP; Benchmark and DRA scores as a baseline assessment to guide with groupings and differentiation of instruction.</b></p>		<ul style="list-style-type: none"> <li>• Teachers will assess students in the Fall with both Math and Reading MAP. Primary grade teachers will also implement the DRA.</li> </ul>	<p>Teachers will utilize the results and determine differentiated groups for their students. Based on the report, teachers will target areas of concerns and plan rigorous lessons to challenge our students.</p>	<p>Technology will be provided for this assessment. Data will be printed and provided to all classroom teachers when completed.</p>

Commitment 1

		<p>Teachers will utilize the data to provide differentiated instruction.</p> <ul style="list-style-type: none"> <li>• Design, develop and implement a customized MTSS plan to ensure academic growth for all students.</li> <li>• Classroom teachers will maintain a data wall which will illustrate the use of flexible groupings for differentiated learning.</li> </ul>		<p>Open communication with parents.</p> <p>Blueprint <b>for</b> improved results for students with disabilities; ENL</p>
<p><b>Teachers will use DATAMATE scores to guide their differentiation of le</b></p>		<ul style="list-style-type: none"> <li>• Teachers will assess their students in Fall and Spring with Datamate</li> <li>• Teachers and students will participate I goal setting activities for the first</li> </ul>	<p>Teachers will utilize the data to target the areas of weakness to guide their lessons.</p>	<p>Teachers will be provided with a schedule and technology to assess students.</p>



Commitment 1

		trimester which will be revisited and monitored		
<b>Teachers will utilize the New York State assessments to create groups</b>		Teachers will gather their students' NY state ELA and Math scores to target their groups. After school will be provided during the year to target the needs of the students to ensure success in the 2023-2024 state assessment	<ul style="list-style-type: none"> <li>Teachers will assess their students on the standards and differentiate instruction.</li> <li>After school will provide added support for the students.</li> </ul>	Data will be provided to all teachers. Afterschool will be implemented throughout the year.
<b>A Balanced Literacy Program</b>		<p>A comprehensive approach to reading and writing instruction to infuse the 6 components of Balanced Literacy including but not limited to:</p> <ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Whole Group Shared Reading</li> <li>3. Small Group Guided Reading (and stations)</li> </ol>	<ul style="list-style-type: none"> <li>Students will receive instruction in each component of Balanced Literacy every day.</li> <li>Secondary students will receive literacy instruction in all classrooms daily through interaction with text, use of strategies,</li> </ul>	<ul style="list-style-type: none"> <li>Congruence and planning time</li> <li>PD's supporting the 6 components of balance literacy and the levels of academic engagement.</li> </ul>

Commitment 1

		<p>4. Independent Reading</p> <p>5. Word Study</p> <p>6. Writing</p> <p>Literacy in Every Classroom (secondary) focuses on the use of strategies to: deepen interaction with the text, use evidence, collaborate with others, create meaning, and scaffold text and questions.</p>	<p>rigorous questions and connections to real life.</p>	

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 <b>AMBITIOUS INSTRUCTION</b> in the 5Essentials Survey	2022-2023 or 2021-2022 response	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	Do you feel that instruction is challenging and engaging that provides opportunities to build and apply knowledge?	35% of students felt as if there were not enough opportunities for engaging lessons and to build and apply knowledge.	50%+

Commitment 1

<b>Staff Survey</b>	Do you feel that instruction is challenging and engaging that provides opportunities for students to build and apply knowledge?	72% of teachers felt as if they provide opportunities for engaging lessons and to build and apply knowledge	Desired response would be to decrease the disjointed responses between teacher and student by 45%
<b>Family Survey</b>	Do you feel teachers expect students to do their best and to meet academic demands?	36% of parents felt as if teachers expect students to do their best and to meet academic demands?	50%+

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**

- A decrease in the number of students scoring a 1 in all subgroups.
- Increase in students' performance on all assessments and reduction of the number of students scoring a 1 on the NYS assessments.
- Evidence of students' higher levels of achievement through critical thinking
- Students independently using accountable talk and checks for understanding collaboratively with peers.
- Evidence of student-centered, learning environment reflective of their diverse cultures and identity.
- Culminating projects

## 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><b>What is one commitment we will promote for 2023-24?</b></p>	<p>Create equitable experiences for all students that lead to increased engagement, attendance, while decreasing disproportionality through effective embedment of Social Emotional Learning</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i>                  Things to potentially take into consideration when crafting this response: ● How does this commitment fit into the District’s vision, values and aspirations? ● Why did this emerge as something to prioritize? ● What makes this the right commitment to pursue? ● How does this fit into other commitments and the district’s long-term plans? ● For Districts with identified schools:                  o In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews? In what ways does this support the SCEP commitments of your identified school(s)?</p>	<p>Equity and SEL are the right commitments to pursue as they have the power to positively impact all members of our learning community. To ensure fidelity and effectiveness, this is a priority as these programs have a multi-year implementation timeline and all programs should be evaluated to ensure fidelity and effectiveness. The extended work in the areas of SEL are aligned to the district mission, vision, and priority areas 1 and 2. In terms of the Instructional Equity Network development (IEN) we are expanding the work to include an increase of parents, students, support staff and Board of Education members. By expanding in this way (Core Team and Action Teams) we can build the capacity of our staff to lead the work of Instructional Equity (Core Team) while expanding our inquiry cycles and action research to include all represented stakeholders (Action Teams). This supports the advancement and evolution of the work that was begun under priority area 1 last year. . By reviewing our systems and structures we can learn our way to new solutions while building a culture of inquiry and continuous improvement. This work will also be supported by a comprehensive review of our Chavez Student Profiles which will fall under Priority Area 2.                  Priority #1 specifically supports the following SCEP commitments identified by Cesar Chavez:                  We are committed to fostering an environment where every student has equitable access to current, culturally relevant, rigorous instruction that aligns with grade-level standards in all classrooms.</p>

## Commitment 2

“We are committed to fostering an environment that builds and strengthens relationships among students, staff, and families where everyone feels safe, respected, supported, and has a true sense of belonging.”

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p><b>Must include action steps and initiatives aligned to YPS Strategic Plan:</b>  <b>Goal II:</b> Professional Development and  <b>Goal III:</b> 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>		<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><b>Evaluate and Refine Tier I Social and Emotional Learning (PK-8)</b></p>		<p>A comprehensive review of the implementation of Tier I SEL (K-8: increasing: Mindfulness in Schools). This will require specific surveying of the students and staff to create a baseline of understanding of the five SEL Competencies. Additionally, a review of building data (office referrals, altercations, mediations, counseling) will give us a sense of the impact of the program.</p>	<p>PK-8 Second Step: Analysis of the data collected (listed in the methods section) and seeing an increase in overall awareness of the SEL Competencies and a decrease in interpersonal conflicts that require referrals would indicate that the intervention is having a positive impact on our students and staff. This data will be both quantitative and qualitative (incident frequencies and survey/interview data. We will have an established building</p>	<p>Faculty and grade level meetings throughout the year. Additional support from the PST team to evaluate the progress made and impact on teachers and students.</p>

Commitment 2

			level task force who will create ways to implement mindfulness both universally and in individual settings. The 2023-2024 school year will include a comprehensive review of the program to indicate overall impact on students and staff	
<b>Utilize Restorative Practices</b>		The school will revisit and reinstate materials that reflect restorative practices such as books, literature and posters.	Signage will be reflective of restorative practices in classroom, hallways, cafeteria etc.	
<b>Close connection between Pupil Support Team connection and PTA</b>	The Pupil Support Team will create and host workshops for the PTA monthly. Workshops will be based on student need and parent feedback.	Qualitative feedback provided by parents at monthly PTA meetings	Scheduling in advance, space to host event that includes proper seating and visual/ audio supports	
<b>Encourage and bring awareness to Mental health awareness at school events</b>	The Pupil Support Team will use school	Increase in community involvement amongst students		

Commitment 2

	<p>events and activities as a platform to increase mental health awareness. Pupil Support Team will do so by inviting outside agencies or organizations to be present as a resource at school events.</p>			
<p><b>PST / PTA fundraising to provide students with an End of Year Carnival</b></p>	<p>Pupil Support Team will work directly with the PTA to increase funds that will benefit students experience. This will take place through donations and daily fundraising which will take place during student lunch periods. The end of year Carnival will be utilized to promote positive behavior</p>	<p>Yearly Carnival Event in June for all students.</p>		



Commitment 2

	<p>throughout the school year.</p>			
<p><b>SEL Club facilitated by the Pupil Support Team</b></p>	<p>The SEL Club will offer students numerous opportunities to engage in Social Emotional Learning and to discuss student needs. The SEL club will also offer students additional support by offering a quiet lunch period for students who may want a separate and less stimulating environment. The SEL club will offer students service opportunities to engage with other students or to assist teachers and school staff on a volunteer basis. The SEL club will</p>	<p>Positive feedback from staff and students through a quarterly survey</p>		

Commitment 2

	<p>aim to foster a sense of school community, leadership, and service</p>			
<p><b>Social Emotional Learning Quarterly Newsletter</b></p>	<p>The PST team will create a newsletter offering resources, community activities, and suggestions to promote SEL and community involvement. The newsletter will contain community resources and suggestions to support social emotional growth in students. Another goal of the letter is to increase community involvement in educational and recreational community activities and school related events</p>			

Commitment 2

<p><b>Themed Fridays – Every first Friday of the month</b></p>	<p>To promote school spirit and community, students and staff will be encouraged to participate in a Fun Friday every first Friday of the month. Each Friday, there will be a fun school wide theme (crazy sock day, crazy hair day, pajama day, etc.)</p>			
<p><b>Daily Meditation and Use of Chime in all classrooms</b></p>	<p>Students will engage in mindful meditation at the start of each morning. Teachers will be provided a chime that will be utilized daily to signify the beginning of their mindful meditation. Students will be instructed to begin their day</p>			

Commitment 2

	<p>by taking 3 deep breaths in and out as they focus on the sound of the chime. Students will learn the benefits of mindfulness and meditation to begin their day. Through meditation, we hope to increase students ability to self monitor and self regulate when faced with challenging situations</p>			
<p><b>Promote an understanding of equality versus equity</b></p>	<p>Students and staff will display an understanding of the difference between equality and equity. Students should understand the purpose of differentiation,</p>			

Commitment 2

	flexibility, and accommodations based on student needs.			
<p><b>Restorative Practices and Tiered Support to Address classroom challenges</b></p>	<p>Use of restorative practices and tiered supports to address instructional challenges in the classroom. The tiered support system should include parent communication and outreach to discuss the problem, implementation of a behavioral modification system, and data collection (qualitative or quantitative). If these tier 1 and tier 2 interventions fail, teacher will involve the PST team and a</p>			

Commitment 2

	restorative circle between student and teacher will take place. PST will monitor and assist			
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**End-of-the-Year Desired Outcomes**

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

	Survey Measure from <b>SUPPORTIVE ENVIRONMENT</b> in the 5Essentials Survey	2022-2023 or 2021-2022 response	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	My teachers always listen to students' ideas and treat me with respect	20% of student feel the relationship of student to teacher can be improved.	50% +
<b>Staff Survey</b>	Do you feel that teachers are respected by the parents and students?	37% feel they are not respected by parents and students	50% +
<b>Family Survey</b>	Do you feel that parents at this school think of each other as partners in educating children?	28% of parents felt they are not partners in educating the children	50% +

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

All students who have been identified as high-risk students will demonstrate ability to use mindfulness strategies and practices to deal with conflicts

Significantly reduce the number of suspensions, negative behaviors and evidence of positive interaction among students.

Reduction of the number of students scoring a 1 on the NYS assessments. An increase of the number of students scoring proficiency levels on the NYS assessments.

Decrease of requests for CSEs and special education referrals.

## 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><b>What is one commitment we will promote for 2023-24?</b></p>	<p>We commit to active community and parental involvement by deepening our connections throughout the school and community through building rational trust among all stakeholders. Strengthening and build communication between home and school to enhance educational engagement, mitigate instructional challenges and meet the social emotional needs of families.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Collaboration between teachers and families enhances the school's vision resulting in increased academic achievement.</p> <ul style="list-style-type: none"> <li>• This commitment emerged because of feedback from parent surveys.</li> <li>• Increasing communication between staff and parents resulted in an improved rapport between staff and families. Providing translated forms of communication improved rapport overall.</li> <li>• Additionally, student attendance drastically increased because of direct, ongoing communication with parents. We were able to troubleshoot significant issues related to student's social-emotional needs.</li> </ul> <p>Strengthening the bond between home and school will meet the academic and social emotional needs of students.</p> <ul style="list-style-type: none"> <li>• This commitment will ensure that it targets our vision to build a diverse and inclusive community committed to academic excellence, social and emotional well-being and integrity.</li> <li>• This commitment will promote collaboration with both staff and the community.</li> <li>• With teachers as facilitators, all members of the Cesar E. Chavez School learning community, including parents, administrators, teachers, teaching assistants, and</li> </ul>



### Commitment 3

instructional aides, will serve as role models and set high expectations that will empower each and every one of our students to reach their fullest potential.

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p><b>Must include action steps and initiatives aligned to:</b>  <b>Goal II:</b> Professional Development and  <b>Goal III:</b> 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>		<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><b>Increase school-wide collaboration across grade levels</b></p>		<ul style="list-style-type: none"> <li>• Incorporating and infusing mindfulness in the classroom</li> <li>• Student Government</li> <li>• Supporting and developing, cognitive, emotional, and compassionate empathy</li> <li>• Cross grade buddy systems</li> </ul>	<p>We will conduct quarterly feedback surveys provided to teachers and students regarding connectedness to the school, each other, and across grades</p>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• SEL School Committee</li> <li>• <a href="#">A continuous improvement cycle</a> that includes data collection and reflection as well as planning and taking action with adjustments to</li> </ul>

Commitment 3

				instruction and interventions.
<p><b>Increase parental and community school-wide activities</b></p> <ul style="list-style-type: none"> <li>• Career Day</li> <li>• Community Service(s)</li> <li>• PTA Family Newsletters (translated)</li> </ul>		<p>We will utilize forms as well as questionnaires to receive feedback and for stakeholders to provide suggestions for the development of ongoing school wide activities.</p> <p>Newsletters will be created to keep parents and families informed of all academic and social-emotional activities that are taking place. Newsletters will be distributed using multiple modalities: School website, Parent Group on Schoology, District Blackboard, Parent Information Board (cafeteria), flyer</p>	<p>Increased family attendance and participation in school-based activities.</p>	<ul style="list-style-type: none"> <li>• PTA/Parent Volunteers</li> <li>• Surrounding Community member volunteers</li> </ul> <p>Community donations and funds</p>
<b>Orientation Meetings</b>		To meet grade level exit outcomes, benchmark grade levels will conduct	Students' performance in meeting grade level standards will indicate	Technology, exit outcomes per grade level

Commitment 3

		<p>annual orientation meetings:</p> <ul style="list-style-type: none"> <li>• PreK to Kindergarten (Parents Invited)</li> <li>• Kindergarten to First Grade</li> <li>• Second Grade to Third Grade</li> <li>• Fifth Grade to Sixth Grade</li> <li>• Sixth Grade to Seventh Grade (Parents Invited)</li> <li>• Seventh Grade to Eighth Grade</li> </ul> <p>Eighth Grade to High School</p>	<p>success with this strategy.</p>	
<b>Career Day</b>		<p>Community Professional are designated to specific grade level presentations with career awareness activities. It's designed to meet specific learning objectives to connect what they're learning in school with the workplace.</p>	<p>Students directly interact with members of the community professionals. Providing a diverse group of presenters in which engage students with self-representation on future career paths.</p>	
<b>Increase staff readiness and willingness to carve out time dedicated to social emotional learning.</b>		<ul style="list-style-type: none"> <li>• PLC's</li> <li>• Culture of idea-sharing</li> </ul>	<p>We will provide opportunities for self-</p>	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Peer mentors</li> </ul>

Commitment 3

			reflection, training and collaboration	<ul style="list-style-type: none"> <li>Learning walks</li> </ul>

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 <b>INVOLVED FAMILIES</b> in the 5Essentials Survey	2022-2023 or 2021-2022 response	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	Do you feel that there are enough opportunities for to volunteer time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.) ?	31% of students' parents stad no they would like more opportunities to volunteer at the school.	50% +
<b>Staff Survey</b>	Do you feel that there are enough opportunities for parents to volunteer time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.) ?	40% of parents stated no they would like more opportunities.	50% +
<b>Family Survey</b>	Do you feel that there are enough opportunities to volunteer time to support the school/center (e.g., volunteer in classrooms, help with school/center-wide events, etc.) ?	48% of parents stated no they would like more opportunities.	50% +

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

A significant improvement in parental community involvement through on site community and parent outreach programs and activities facilitated by the PTA and our school community.

Active involvement of parents and the community in the total school program.

## 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
Magadaline Delany	Principal
Donata Carolina	Assistant Principal
Sherry Marji	Spec. Ed. Teacher
Jillian Siefering	School Psychologist
Lynda Tarantino	Teacher
Michelle Rivas-Hernandez	Parent
Estefania Hernandez	Teacher * PTA
Eduardo Rodriguez	School Counselor
Nancy Cole	Student
Walddys Gonzalez	Student
Jadorai Ellis	Student
Ryan Rabadi	Student

## 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>April 27, 2023</i>	x		x				x
May 4, 2023	x	x				x	x
May 10, 2023	x		x	x		x	
May 23, 2023	x	x			x		x
<b>May 31, 2023</b>	x	x	x	x	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**

[See Interview Sheet](#)

### Parent/Parent Figure Input

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

Two parents are part of our SCEP committee.

Parents' feedback provided insight to the Team to drive school-wide initiatives for the 2023-2024 academic year to improve active parent engagement in the total school program.

Parent input further provided the team insight about the level of academic assistance that need to be provided to parents to strengthen the home school connection.

### Equity Self-Reflection

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

As a result of the Equity Self-Reflection, the SCEP committee was able to assess past and current practices to identify schoolwide areas in need of improvement. The team acknowledged there was a need to facilitate a more cohesive, intentional schoolwide program implementation reflective of ongoing culturally relevant initiatives fully embedded into our total school program beyond cultural celebrations.

## Learning As A Team

## 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.