

School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Yonkers	Barack Obama School for Social Justice	7-12

Collaboratively Developed By:

The Barack Obama School for Social Justice SCEP Development Team

SCEP Team Members: Mr. Andrew Hara, Ms. Kerri Romanino, Mr. Julius Figueroa, Mr. Nasser Ibrahim, Mr. Tarif Brown, Ms. Elizabeth McGloin, Mr. Ibrahim Haddad, Ms. Jessica Ford, Ms. Melanie St. Pierre, Dr. Rachel Pagano, Mr. Zak Stelzner, Ms. Janine Cippolone, Mr. Ismael Rivera, Ms. Daisy Alcivar, Ms. Briana Giron, Ms. Alicia Boney, Ms. Katrina Springer, Martha Bravo

And in partnership with the staff, students, and families of Barack Obama School for Social Justice.

COMMITMENT I
Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to improving student engagement in all content areas through culturally responsive teaching and rigorous learning experiences.</p>
<p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into 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>We believe as a school that our students need to share common curricular experiences to prepare them for future success. We also would like to make sure these experiences and related programs connect to the cultural identities and goals of our students. We want our students to be engaged by the academic and extracurricular programs in our school building.</p> <p>This commitment aligns to the Yonkers Public Schools Three-year strategic plan for 2022-2025. The Three-year Strategic Plan targets and focuses on the the areas of Student Achievement, Professional development, Data Driven Instruction, Supports Students Needs and Stakeholder and Community Involvement and Engagement.</p> <p>We chose this commitment based on several data points.</p> <p>According to 5 Essentials school climate survey April 2023, in schools with strong Quality Professional Development, professional development is rigorous and focused on student learning. Based on a comparison to the benchmark, a score of 33 means that Barack Obama School for Social Justice is</p>

weak on this measure. Teachers reported that Professional Development is weak in the areas of:

- Being sustainable and coherently focused
- Having enough time to implement
- Being connect to school improvement
- Being able to work productively with colleagues

According to the 5 Essentials survey in April 2023, in schools with strong Quality of Student Discussion, students participate in classroom discussions that build their critical thinking skills.

Based on a comparison to the benchmark, a score of **3** means that Barack Obama School for Social Justice is *very weak* on this measure. Students reported that the quality of student discussion is very weak in the areas of:

- Students building on the ideas of their classmates
- Students using data and text references to support ideas
- Students showing each other respect
- Students using constructive feedback for their peers
- Frequency of students participating in discussion

According to the 5 Essentials survey in April 2023, In schools with Strong Importance of High School for the Future, students recognize that working hard during high school is important and that high school is preparing them for their life after graduation.

Based on a comparison to the benchmark, a score of **1** means that Barack Obama School for Social Justice is *very weak* on this measure.

Students reported that Strong Importance of High School is very weak in the areas of:

- The relevance of their learning for future success
- The Importance of working hard in High School for the workforce
- The Value of skills learned in High School
- The validity of useful preparation of classes for life plan

As reported in the student interviews from April 2023, students indicated that learning needs to include more opportunities for critical thinking and student directed learning. Students want more student voice in lessons.

According to the Spring Administration of ELA NWEA MAP Growth Assessment, 61% of seventh grade students scored below a 213 which means they are not on grade level. 86% of our ELL students scored below grade level.

According to the Spring Administration of Math NWEA MAP Growth Assessment, 74% of seventh grade students scored below a 220 which means they are not on grade level. 89% of our ELL students scored below grade level.

According to the Spring Administration of ELA NWEA MAP Growth Assessment, 48% of Eighth grade students scored below a 213 which means they are not on grade level. 87% of our ELL students scored below grade level.

According to the Spring Administration of Math NWEA MAP Growth Assessment, 64% of Eighth grade students scored below a 220 which means they are not on grade level. 80% of our ELL students scored below grade level.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(Complete at the end of the year)</i>
End-Of-The-Year Goals	5 Essentials Data-Quality Professional development	By June 2024, an increase in growth rate as reported by the 5 Essentials survey. All very weak ratings increased to weak rating achieving a score of at least 10.	
	5 Essentials Data-Quality of student discussion	By June 2024, all weak ratings increased to neutral ratings achieving a score of at least 40	
	5 Essentials Data-Importance of High School for the Future	By June 2024, all students involved and attending more schoolwide events as evidenced by ticket sales for after school events and after school club attendance sheets.	
	Student interviews-More schoolwide events, student voice in School events	By June 2024, An increase of at least 30 points between the Fall and Spring administration of the MAP ELA Assessment for all 7 th and 8 th grade students.	
	Seventh and Eighth Grade NWEA MAP ELA and Math Data		

	Seventh and Eighth Grade NWEA MAP ELA and Math Data for students with IEPs and ELL	<p>By June 2024, an increase of at least 20 points between the Fall and Spring administration of the MAP Math Assessment for all 7th and 8th grade students.</p> <p>By June 2024, at least 50% of the students identified as ELL and students with IEPs scoring on grade level by the Spring administration of the NWEA MAP Growth exam in ELA and MATH</p>	
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We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	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	As a result of the student SCEP Interview, what things have helped you become more engaged and interested in learning?	15/25 positive learning experiences in the classroom environment	
Student Survey	In schools with strong quality schools with strong Quality of Student Discussion, students participate in classroom discussions that build their critical thinking skills.	Very weak rating of 3 to weak rating 15	
Student Survey	In schools with strong Importance of High School for the Future, students recognize that working hard during	Very weak rating of 1 to weak rating of 10	

	high school is important and that high school is preparing them for their life after graduation.		
Staff Survey	In schools with strong quality professional development, professional development is rigorous and focused on student learning	Weak rating of 33 to neutral rating of 45	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)	<p>During midyear student interviews</p> <p>NWEA Map Growth in ELA and Math</p>	<p>Students are reporting that they relate to and understand the relevance of the curriculum to their own life and the course connection to postsecondary opportunities.</p> <p>By February 2024, an increase of at least 20 points on The ELA MAP assessment between the Fall and Winter administration</p> <p>By February 2024, an increase of at least 10 points on the Math MAP assessment between the Fall and Winter administration</p>	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Student attendance at Post-secondary field trip	Students signed up to attend the fall college trips. At least 75% of students in grades 9-11 sign up for at least one college trip in the Fall.	
Adult/Schoolwide Behaviors and Practices	Teacher attendance and response to PD	An increase in teacher attendance at professional development workshops. This would be evidenced by the responses to an informal survey being given out to teachers after the election day PD Day on November 11. The questions would be aligned to the quality of professional development being given. We hope to see an overall rating of strongly agree on the Likert scale survey.	
Student Behaviors and Practices	Cycle One Walkthrough Observations	Students engaged in critical thinking and rigorous activities in their classrooms as evidenced by well-planned lessons. This is evidenced by at least 75% of the staff scoring effective ratings on the APPR rubric indicators: 2.2B, 3.5A, 3.3B (Critical Thinking and Rigor indicators).	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Coordinate and facilitate programs that promote post-secondary goals</p>	<p>Implement more higher level/challenging courses and College Link courses to add to already existing courses. Vet and promote more teachers becoming certified to teach dual enrollment courses. Create partnerships with more colleges/universities.</p> <p>Advanced Placement courses in Biology, World History, United States History and Government.</p> <p>Further develop Career and Technical Pathway by increasing course offerings based on student interest and community needs. Promote CTE certification for targeted teachers. Work with Sue Naber to further develop this program and identify pathways.</p> <p>Plan integration and identification of PTECH grant and Smart Scholars Grant. Work with district personnel to facilitate</p>	<p>Master Schedule</p> <p>Space (Lower Library)</p> <p>Train teachers through College Board AP institutes</p> <p>Administrators, teachers, and staff work together</p> <p>Teachers who are proficient in the technology or method will continue to provide relevant training to staff and time for them to work in groups to help ensure all staff have the tools they need to be successful.</p> <p>Time to work on the compliance and integration of paperwork. Identification of students.</p>

	<p>the implementation of both grants. Identify students eligible for the grant.</p> <p>Continue collaborating with programs/organizations/partners including SNUG, MBK, District wide Athletics (Baseball and Softball), Yonkers Empress, Yonkers/Westchester County Police Dept, Sarah Lawrence College, CLUSTER, PEAS, Marching Cobras, Yonkers Youth Services, WJCS, SAS, MSK, Westchester County Youth Services, VIVE. Work with community organizations to implement Seal of Civic Readiness and Seal of Biliiteracy.</p> <p>Integrate social emotional learning (SEL) practices to further develop student and teacher mindfulness. Implement after school enrichment programs to engage students. Use Nearpod Social Emotional Learning bundle to implement SEL lessons in the classroom. Offer Professional Development in Nearpod if necessary.</p> <p>Offer credit recovery opportunities that reflect students' academic needs.</p> <p>Develop extra-curricular clubs based on student interest survey given to students and Saturday enrichment programs such as</p>	<p>School Counselors will create monthly calendar and continue to conduct supportive counseling groups with grade-level students.</p> <p>Print out reports in Nearpod of what teachers are using the Nearpod SEL bundle.</p> <p>Use Power School to provide a safety net for students by tracking credits each year to make sure students are scheduled and programmed correctly. This work will assist the credit recovery implementation and will positively affect graduation rates</p>
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	<p>Middle School Extended Learning Time, MBK and MSK Chapters. MBK boys can meet during lunch periods. Develop Middle School academies for students for enrichment and extracurricular after school and during breaks.</p> <p>Continue to develop our PTA with district and school support.</p> <p>Continue to develop the Student Government chapter in the school building with new leadership and community partnerships (Z. Stelzner) and participate in UYSLC organization on the district level.</p>	
<p>Coordinate and facilitate professional development that promotes schoolwide learning goals including the integration of culturally responsive pedagogy and development of critical thinking skills</p>	<p>Teachers, Staff and Administrators facilitate monthly professional development to implement practice and review student engagement strategies, district platforms, programs, and learning materials that connect with our schoolwide goals, mission and vision.</p> <p>Teachers, staff, administrators and/or outside agencies plan and facilitate Professional learning that is centered in the areas of equity, anti-bias,</p>	<p>Schedule grade-level meetings time built into Master Schedule – Department meetings and meetings with grade level administration to ensure vertical alignment and consistency.</p> <p>Create a common planning PLC-structured scheduled (compensated) for teachers to meet after school to strategize and plan for all subject areas. Department and grade level PLC. District wide</p>

	<p>multicultural, and culturally responsive sustaining pedagogies to support all stakeholders. (Culturally Responsive Networking Meeting). Create DEI group of faculty and staff.</p> <p>An established NSI team will continue to work with Bank Street to implement Math strategies and skills. This team will network with 23 other Math teams from the district. Asset Maps aligned to PDSA cycles.</p> <p>Implement i-Ready platform in Middle School Math classrooms to improve Mathematics fluency in Middle School classrooms. Create skill of the week in i-ready to boost fluency and proficiency. Target Middle School skills for Math state exam.</p> <p>Implement Project Acceleration for each Core subject area. Department Chairs/Liaisons will facilitate Department meetings.</p>	<p>Guidance and Department Chair PLC.</p> <p>Teacher and Support Staff schedule providing time for reflection and re-evaluation of initiatives</p> <p>Quarterly PD schedule and evaluation review meetings</p> <p>Rubrics</p> <p>i-Ready professional development.</p>
<p>Provide opportunity for consistent feedback and reflection on schoolwide goals including student</p>	<p>Create Instructional Plan for Asset Mapping of school year. Instructional Plan to include Grade team meeting focus (monthly), department meeting focus</p>	<p>Creation of grade level common planning time PLC built into master schedule, Grade level team leaders to lead PLC, Instructional</p>

<p>graduation targets in and out of the classroom</p>	<p>(monthly), culture focus and PD/coaching focus</p> <p>Monthly faculty, department, PLC, Administrative, shared decision meetings and TIC meetings will continue to be a platform for sharing strategies, providing timely actionable feedback and self-reflection related to schoolwide goals.</p> <p>An internal data team (vertical teamed with district delegate) will be created and will meet monthly for both high school and middle school cohorts. Monthly assessment of data from NWEA MAP, i-Ready, IXL, Nearpod SEL.</p> <p>Common planning by grade level. Grade Level data will be analyzed on a weekly basis. Monthly Asset maps will be created aligned to Schoolwide Instructional Plan.</p> <p>Middle School PLC Common planning will work with data team to analyze data from IXL, iReady and previous ELA and Math state scores for students to identify weak skill areas for students. Asset Maps will be created in alignment with Schoolwide Instructional Plan to use data driven instruction to target skills.</p>	<p>coaches, department Chairs/Liaisons</p> <p>Calendars</p> <p>Outlook Email and Office platform for communication</p> <p>Checklist – PD evaluation forms</p> <p>District Data Liaison</p> <p>Asst. Supt. for Secondary</p>
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	<p>Data will be shared, reviewed and analyzed during Faculty Meetings to determine effectiveness. Data in department meetings by content area will be shared and aligned to Schoolwide Instructional Plan.</p> <p>Data will be a vehicle to drive instruction for all stakeholders with consistent revisions/modifications. Asset Maps will be created on a monthly basis aligned to the schoolwide Instructional plan.</p> <p>Monthly grade level assemblies to keep staff, families and students informed to streamline communication</p> <p>Continue to work with Central Office Executive Directors to provide support for relevant departments.</p>	
<p>Provide rigorous learning opportunities inside the classroom</p>	<p>Promote Understanding by Design Unit and Lesson planning in lesson plan feedback. Lessons and Units aligned to Next Generation Learning Standards and inquiry based in nature.</p> <p>Increase pedagogical and planning in units and lessons that promote student engagement and increase student voice. Continue to promote District Foci of Accountable Talk, Critical thinking and checks for understanding. Implement</p>	<p>Professional Development opportunities aligned to monthly themes and focus</p> <p>Evaluation feedback on Walkthroughs and Formal observations. Intervisitation of staff. Implementation of Coaching.</p> <p>Promotion of courses within high school level classes</p>

	<p>district foci for 2023-2024 school year and rigor through APPR feedback cycles, asset mapping aligned to school wide instructional plan, professional development opportunities.</p> <p>Continue Forensics Academy and recruit more student involvement in Academy.</p> <p>Continue WCC course offerings to student and recruit students for participation</p> <p>Identify students eligible for Seal of Civic readiness and Seal of Biliteracy. Create Pathways to achieve Seals.</p> <p>Expand Honor Societies in the school Building. This includes National Honor Society and individual department Honor societies.</p> <p>Identify Eighth Grade Middle School honors cohort based on seventh grade MAP, ELA and Math scores.</p>	<p>Implement higher level Social Studies AP Courses (APUSH, AP World) to increase access to Seal of Civic Readiness.</p> <p>Consider implementation in 2024-2025 AP Spanish to increase access to SEAL of Biliteracy.</p> <p>PowerSchool reports and teacher recommendation</p>
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COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</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>We commit to an increased sense of school community and belonging by integrating social emotional learning practices to create a respectful, supportive, trusting environment where all stakeholder voices are heard through a variety of mediums.</p> <p>As we begin the 23-24, we want to continue to build on the culture we have begun to create at the Barack Obama School for Social Justice following the pillars of NYS’s culturally responsive sustainable education plan.</p> <p>This commitment aligns to the Yonkers Public Schools Three-year strategic plan for 2022-2025. The Three-year Strategic Plan targets and focuses on the areas of Student Achievement, Professional development, Data Driven Instruction, Supports Students Needs and Stakeholder and Community Involvement and Engagement.</p> <p>According to the 5 Essentials School Climate Survey in April 2023, Students feel safe both in and around the school building, and while they travel to and from home. Based on a comparison to the benchmark, a score of 5 means that the Barack Obama School for Social Justice is very weak on this measure. Students reported very weak in the areas of:</p> <ul style="list-style-type: none"> • Safety outside and around the school • Safety when traveling between home and school • Safety in the hallways of the school • Safety in the bathrooms of the school <p>Adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential. Adults' implicit and explicit beliefs about and reactions to discrimination and oppression affect their interactions with young people; they can challenge long-held mindsets and approaches and enable healthy, supported</p>
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development. In schools with strong Teacher Influence, teachers have influence in a broad range of decisions regarding school policies and practices.

Based on a comparison to the benchmark, a Score of **1** means that Barack Obama School for Social Justice is *very weak* on this measure.

Teachers reported very weak in the areas of:

- Teacher involvement in allocation of school funds
- Teacher involvement in curriculum planning and resource planning
- Teacher involvement of in-service planning
- Teacher involvement in establishing school code of conduct

When the social, emotional and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which helps them thrive inside and outside of the classroom. In schools with strong Student-Teacher Trust, students and teachers share a high level of mutual trust and respect.

Based on a comparison to the benchmark, a Score of **40** means that Barack Obama School for Social Justice is *neutral* on this measure.

Students reported neutral in the areas of:

- Trust with their teacher.
- Teacher respect of students.
- Safety and comfort with their teachers.
- Teacher validation of student ideas

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	Student Attendance	By June 2024, attendance will be 90% every month of the entire school year.	
	5 Essentials Data-Safety	By June 2024, an increase in rating from very weak to weak rating achieving a score of at least 15	
	5 Essentials Data-Teacher Influence	By June 2024, an increase in rating from neutral to strong achieving a score of at least 50.	

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

Commitment:

	Survey Question(s) or Statement(s)	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	Students feel safe both in and around the school building, and while they travel to and from home. Based on a comparison to the benchmark,	Very weak rating of 5 to weak rating of 15	

Staff Survey	In schools with strong Teacher Influence, teachers have influence in a broad range of decisions regarding school policies and practices.	Very weak rating of 1 to weak rating of 10	
Student Survey	In schools with strong Student-Teacher Trust, students and teachers share a high level of mutual trust and respect.	Neutral rating of 40 to strong rating of 50	
Staff Survey	In schools with strong Collective Responsibility, teachers share a strong sense of responsibility for student development, school improvement, and professional growth.	Very weak rating of 9 to weak rating of 25	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	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)	Attendance	By November 2023, attendance at 90% or above from September to November.	

		By February 2024, between November and the end of the second quarter, attendance will remain steady at 90% or above.	
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We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Attendance	Attendance at 90% or above for all grade levels for the first two months of school.	
Adult/Schoolwide Behaviors and Practices	Monthly Shared decision-making Team	Faculty and staff participation in shared decision-making committee and attendance at voluntary Professional Development.	

Student Behaviors and Practices	Student attendance in after school help	Students consistently attend after school help sessions with teachers to build student-teacher trust.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Organize, create, produce and reflect on project-based learning models. (PDSA)	<p>Teachers explore various curriculum strategies and align them to the schoolwide goals. Continue to use platforms, programs and professional development opportunities through my learning plan that promotes inquiry and project-based learning across all subject areas.</p> <p>Increase pedagogical and planning in units and lessons that promote student engagement and increase student voice.</p> <p>Continue to promote District Foci of Accountable Talk, Critical thinking and</p>	<p>Continue to schedule after school programs for Middle School and High School students and provide events calendar to staff, students and Parents and guardians</p> <p>Use materials and staff that we already have</p> <p>Time to promote events throughout the year.</p> <p>Schedule Monthly events committee meetings. Teachers and Staff will follow a determined check list and procedure outlining proposed events and/or activities</p>

	<p>checks for understanding. Implement district foci for 2023-2024 school year and rigor through APPR feedback cycles, asset mapping aligned to school wide instructional plan, professional development opportunities.</p>	
<p>Organize, create, produce and reflect on activities that engage all learners.</p>	<p>Teachers follow criteria for success in their lessons with foundational expectations including providing checklists, graphic organizers, agendas, objectives and task descriptions.</p> <p>Lesson and Unit Planning aligned to Understanding by Design. Creation of Asset Maps by teachers by Department and By Grade Level.</p> <p>Teachers attend professional learning communities (paid and unpaid opportunities) to enhance their pedagogy.</p> <p>Teachers form cohorts to attend district and school professional development sessions that promote student engagement through hands on learning.</p>	<p>Time for teachers to plan, organize, create and reflect on their pedagogy.</p> <p>Schedule, space, time, and allocate funds for teachers to attend and/or facilitate professional development on the district Clever resources and Inquiry learning</p> <p>Time to meet with new staff to PDSA on engagement strategies.</p> <p>Time after school, money to compensate.</p>

	<p>Teachers create a rotating schedule to check out technology to enhance lessons. Use of 1:1 devices in Middle School Classrooms.</p> <p>The voice, choice and expression of the student-centered classroom are encouraged through hands on engaging activities.</p> <p>Creation of attendance committee that focuses on strategies to increase and maintain student attendance.</p> <p>Weekly Attendance meeting with School Counselors to discuss attendance</p>	
<p>Organize, create and facilitate team building, morale boosting and culturally relevant events, activities during and after school to promote trusting relationships.</p>	<p>Quarterly Celebrations of student accomplishments and accolades i.e., honor roll certificates and ceremonies in an organized and structured schedule.</p> <p>Monthly Celebrations of the Most Improved students and students with exemplary attendance. This occurs at Monthly Grade Level Town Hall/ Assemblies.</p> <p>Continue to involve families/parents in their students' education through online and in person conferences, workshops and community events.</p>	<p>Monthly culture Grade Team, culture focus aligned to instructional plan</p> <p>Use of Common Planning time PLC to strategically plan with grade team (facilitated by grade team leader)</p> <p>Instructional teacher coaches meet with teachers during administrative duty to support stakeholders will create a schedule</p> <p>Space will be allocated for events to take place</p>

<p>Provide teachers support and empathy.</p> <p>Celebrate accomplishments, diversity, individuality and the road to graduation through planned celebrations and events during and after school that praise and boost community morale.</p> <p>Classrooms are based in empathy with inclusive curriculum.</p> <p>Promote PTA membership, acquire advice and mentoring to build activities. Distribute a schedule of meetings and have teachers, staff, faculty, students and families attend regularly with support from the school safety team.</p> <p>Create Parent Academy to Engage Multilingual Learners in activities and create Parent/guardian workshops for MLL and their caretakers to engage in. Workshops would be at different times: at night or on Saturdays.</p> <p>Create cultural evening events such as cultural talent show, cultural food baking and cooking competition, family fun night</p> <p>Create trivia nights in other languages.</p>	<p>Stakeholders will budget funds needed to host and promote events.</p> <p>Community partnerships to facilitate workshops Embed in yearlong schedule</p>
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	<p>Create a Special education information night for Middle School and High School parents. Provide workshops for Parents on IEP, invite community partnerships for post-secondary information.</p>	
<p>Build trusting relationships between teachers and students, teachers and administrators, counselors and staff.</p> <p>Prioritizing mentoring relationships for students – as either mentee or mentor</p>	<p>All stakeholders can participate in decision-making around programs, policies, and learning activities that impact the school community. Involve Department Liaisons in more decision making.</p> <p>Administration and teachers can participate in district wide groups including district, PLC, Restorative Practice training and continue to train other teacher leaders and students in Restorative Justice, Shared Decision-Making teams</p> <p>Teachers will also continue to use congruence time for training to discuss and implement restorative justice techniques to create a welcoming and safe classroom environment.</p> <p>Streamline communication through timely emails, and/or printed correspondence. Use of the Blast newsletter/bulletin highlighting teachers, best practices, focus and any announcements. More regular student newsletter</p>	<p>Time to meet as a committee to discuss and share strategies.</p> <p>Space and time provided for mentors to meet with mentees during and outside of the school day</p> <p>Schedule will be distributed, and participants will attend and reflect on district and school policies</p> <p>Money to support after school and Saturday programs/events.</p> <p>Continue to collect data of late students by grade level. Provide and review weekly attendance letters for chronically absent students</p> <p>Copies of Attendance binder will be made and provided to the respective grade-level school counselors to contact the family to address patterns of late arrivals to school & for learning walks</p>

	<p>Meetings with grade and school counselor to have open mentor/mentee connections throughout the school year</p> <p>All stakeholders support the efforts, activities and programs that each community member promotes and attends when possible.</p> <p>Provide students mentor/mentee opportunities outside of and in addition to school substance abuse counselor, e.g., MBK, YPIE and other leadership initiatives such as SA, MSK, Cluster Inc.</p> <p>Student work is proudly displayed with all learning targets praise and actionable feedback.</p>	
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Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities and Restorative Justice
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Professional Learning Communities supports Commitment One and Restorative Justice supports Commitment Two.

<p>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</p>	<p>The evidence-based intervention of PLC supports our identified need for Instructional coaches, grade team alignment, academic, behavioral and SEL interventions. The evidence-based intervention of Restorative Justice supports our identified needs for our student community in improving the student voice in our school building. This also continues the trend of alternate means to suspension and decreasing the school's suspension numbers.</p>
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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.

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
Andrew Hara	Principal
Kerri Romanino	Assistant Principal
Julius Figueroa	Assistant Principal
Tarif Brown	Assistant Principal
Nassar Ibrahim	Assistant Principal
Elizabeth McGloin	Teacher
Ibrahim Haddad	Teacher

Jessica Ford	Teacher
Melanie St. Pierre	Teacher
Rachel Pagano	Teacher
Zack Stelzner	Teacher
Janine Cippolone	School Psychologist
Ismael Rivera	School Counselor
Daisy Alcivar	School Counselor
Alicia Boney	School Aide/Parent
Katrina Springer	Parent
Martha Bravo	Parent
Briana Giron	Clerk

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
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen:** Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
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 the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
<i>Example: 4/6/21</i>				x	x		
3/29/23	x			x			
4/12/23	x	x	x				
5/26/23		x	x				
5/2/23					x		
5/4/23						x	
5/24/23						x	x
6/1/23						x	x
6/7/23						x	x
6/13/23						x	x

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 students reported that they would like more student voice and to be stakeholders in the school community. The students reported that they would like to have more after school and evening activities. The students reported that they would like to be involved in the community and do community events. Students stated that they feel more heard this school year but would like to be part of the decision-making process. Students stated that they would like their classes to be more discussion based and they would like more engagement. This informed our commitment of improvement of our instructional plan for next school year and creating engaging lessons for students in the classroom. The strategies and benchmarks emphasize improvement of critical thinking and rigor in the classroom. Commitment two supports engaging students in the whole school community. This commitment supports the importance of student voice inside and outside of the classroom and the community at large.