



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Yonkers Public School District	Las Hermanas Mirabal Community School	PreK-8

## Collaboratively Developed By:

The Las Hermanas Mirabal Community School SCEP Development Team to include: Robert Vicuña, Madelyn Guzman, Joseph Scauzillo, Shanauzelda Montgomery and Lauren Spagna. Also written in partnership with the staff, students, and families of Las Hermanas Mirabal Community School.

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and then review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 3 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

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

### Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>Las Hermanas Mirabal Community School will commit to increasing literacy competencies through intentional activities that support culturally responsive reading, access to material, and tier II academic interventions.</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>Based on the scores of our MAP and ELA Benchmark Interim Assessment #3, our focus is to move our student reading levels.</p> <p>This was a focus in our SCEP Plan in prior years. We recommit to this goal as our data illustrates that our students have need for improvement towards grade level literacy.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Breakdown the ELA 90 minute section of the day.</b>	Restructuring the 90 Minute ELA Block to address additional time for Targeted Instruction in small groups to address deficiencies; Reading (20 Minutes), Writing (20 Minutes), Phonics (15 Minutes), and AIS (30 Minutes Small group targeted strategies; 3 group rotation)	Student NWEA map scores three times a year (Fall, Winter, Spring) and Benchmark Advance Interim and Unit Progress Assessments.	Classroom teachers and testing coordinator will assist in having all classes test on laptops. Teachers will use data to drive instruction.
<b>Schoolwide read aloud time</b>	Each homeroom will spend the first 20 minutes of their day (Breakfast by the Bell) reading aloud to the class a book that addresses social cultural perspectives.	Administration and teachers will look at the data regarding suspension and think sheet data on particular grade levels.	<b>School and teacher library resources. This can be coordinated with the school librarian.</b>
<b>Establish Little Free Libraries</b>	Located in the courtyard. Links to digital library. The Bookshelf in local laundromat will serve the school community.	Las Hermanas Mirabal Community School staff, families and students will donate books to be read and returned. Assessment data will be looked at.	<b>Donations of books by all stakeholders in the community.</b>
<b>Las Hermanas Mirabal Community School Reading Partners</b>	– 7 <sup>th</sup> and 8 <sup>th</sup> grade students will come to lower/primary grades as reading buddies	Benchmark Assessment will be looked at to see the growth of reading level by primary students.	Books will be selected based on current themes and reading levels. These books can be selected from the

Commitment 1

			library or potential donations from the P.T.A.
<b>Teachers will utilize the Daily Extended Practice to provide actionable feedback.</b>	- Teacher will utilize the “Daily Take-Home Activity Calendar, IXL, Achieve3000 and other Clever Apps.	Differentiated assignments based on student data, needs and interest.	School laptops, computer lab and personal electronic devices.
<b>One or more Inquiry based projects MUST be completed per marking period. A sample final product to be submitted or displayed on hallway bulletin boards.</b>	Teachers will provide students with open-ended questions or problems. Students will research using an evidence-based approach and detail/defend their conclusions.	We will monitor their progress based on NYS rubrics and formal and informal assessments and provide actionable feedback when necessary.	School laptops, computer lab and personal electronic devices, art supplies and donations from the PTA and community.
<b>Honor Roll Assembly</b>	Teachers will track data and be celebrated in Winter and Spring for achieving grade level success for the marking period.	Students who achieve grade level status in the 4 core areas and all positive behaviors will be celebrated.	Parent assembly and award certificates will be given to students.

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	<p>How has Las Hermanas Mirabal Community School made academics exciting and engaging?</p> <p>Have you met with a Reading Buddy at least 4 times?</p> <p>Have you read a book from one of our Free Libraries?</p> <p>How many books has my teacher read during the Read Aloud Time?</p>	<p>60% Strongly Agree</p> <p>75% Respond Yes</p> <p>80% have borrowed books</p> <p>60% indicate 5 books or more</p>
<b>Staff Survey</b>	<p>Did the ELA Breakdown help you pace your lessons to cover all aspects of literacy? SCALE</p> <p>What was one successful inquiry project you completed this year and why was it successful?</p> <p>What support do you need to continue your commitment in teaching ELA?</p>	<p>80% Agree/Strongly Agree</p> <p>85% of all teachers identify a project and rationale as to why it was successful.</p> <p>Open Ended question to pursue aspects of need that will be transferred to the PDP.</p>
<b>Family Survey</b>	<p>Did you and your child attend an Honor Roll Assembly?</p>	<p>50% or greater will indicate that they attended at least one.</p> <p>10% will indicate 1-5</p>

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	Did you take advantage of one of our Free Libraries? (1-5, 6-10, 11-15, 16 or More)	30% will indicate 6-15 20% will indicate 16 or more
	What support do you need to help your child/children advance in reading and writing?	Open question with 40% (240) participation rate.

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

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

See above criteria and we desire to meet or exceed the data points above.

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>Las Hermanas Mirabal will lower the Chronic Absenteeism rates to ensure that students have increased continuity, hours, and healthier academic habits, which will raise achievement and reduce the learning gap for both ELA and Math.</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>In 2019-20 our ESSA Chronic Absenteeism Rate was: 83.7%          In 2020-21 our Chronic Absenteeism Rate was: 66.7%          In 2021-22 our Chronic Absenteeism Rate was: 86%</p> <p>We must counterpoint the family perception of attendance as the pandemic has still impacted their mindset.</p> <p>Prior to pandemic years, the Chronic Absenteeism Rate was at 48%</p> <p>We know that attendance will support higher achievements in all academic areas.</p> <p>This will also produce a better school climate as we create activities that will have students feel higher levels of belongingness.</p>



## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Las Hermanas Mirabal Community School will focus on attendance during the School Open House.</b>	Administrators and Teachers will speak to parents about the importance of attendance during their presentations.	Teachers will monitor student attendance on PowerSchool to make sure they are meeting schoolwide goals for attendance.	PowerSchool Clerk will make Teachers aware of absence numbers of students who are reaching close to 10 absences.
<b>Las Hermanas Mirabal Community School will maintain the strict policies set regarding early dismissals during the 2020-21 Reopening plan to ensure that students do not lose instructional time.</b>	Parents must write a letter to the Main Office and Homeroom Teacher if they are going to pick their child up early from school. The Administration and Teachers, at Open House, will let families know student attendance affects academics and our commitment to the attendance policy.	Assessment scores should be reflective of student attendance in class.	Teachers and staff will be trained and do practice drills to ensure a comprehensive understanding of the school's plan. Copies of the plan will be printed and displayed for staff.
<b>We will create an Attendance Committee to focus on tracking student attendance and</b>	The Attendance Committee will look at each homeroom to track student attendance.	We will analyze attendance reports, test scores and teacher notes to	Time will be set aside for the committee to meet on a monthly schedule. Space will be provided within the school building. Technology

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<b>establish effective communication with families of concern.</b>		monitor at risk families.	and other materials will also be provided.
<b>Las Hermanas Mirabal will provide certificates each month for 100% perfect attendance for the month. Small prizes will be provided to students along with the certificate.</b>	Teachers will monitor students' attendance and provide those names for recognition.	NWEA MAP and Benchmark Advance scores should increase with the presence of students physically in the classroom.	Fundraising and donations to purchase small prizes and certificates.
<b>All students that have 12 absences will be referred to MTSS for attendance interventions.</b>	Attendance Committee and PowerSchool Clerk will alert homeroom teachers when students reach 12 absences.	NWEA MAP and Benchmark Advance scores should increase with the presence of students physically in the classroom. Student feedback.	Class Dojo, Remind 101, Emails and Connect ED calls to inform families of more than 12 absences.
<b>Teachers will establish regular communication with parents of students with attendance concerns; any more than two absences per month.</b>	Administration will outline acceptable forms of communication.	Class Dojo and Remind 101 will be used to communicate with parents regarding attendance concerns.	Training in effective methods of communication with parents.
<b>The establishment of a PBIS team to design activities that</b>	Administration will select individuals to be on the team. The team will also seek input from students.	Feedback from student and teacher surveys to determine	Training and support to help design activities. Fundraising and donations to help provide resources for the

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<b>promote perfect attendance.</b>		the effectiveness of the activities.	activities. Meeting space will be used within the school building.
<b>Develop and implement an attendance campaign</b>	Students and Staff will engage in school spirit activities that promote attendance and will be held at different points in the year.	NWEA MAP and Benchmark Advance scores should increase with the presence of students physically in the classroom. Student feedback.	Meeting and planning time during staff meetings to implement and develop strategies to promote attendance. Meetings will take place in the school's Principal Office.
<b>Student of the Month Award Assembly</b>	Teachers will track student progress and nominate a student each month. Students will be rewarded with breakfast each month as well as a certificate.	The Student of the Month and Attendance team will track and monitor the attendance to see how this program improved the student's attendance.	Use of the cafeteria or library will be needed for the celebration breakfast. Funds will be raised through donations, fundraisers and possible PTA funds.

## End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	Did you attend an Honor Roll Assembly/ Student of the Month?	70% of students will indicate yes.
	How many days were you absent this year? 1-5, 6-10, 11-14, 15-17, 18 or more	5%- will select 1-5 10%- will select 6-10 15%- will select 11-14 50%- will select 15-17 20%- will select 18 or More
	What was your biggest contributing factor that made you want to be at school?	Open question and we will seek 40% full response rate
<b>Staff Survey</b>	Have you had regular communication with parents of students with attendance concerns?	50% Strongly Agree 45% Agree 5% disagree or strongly disagree
	What methods of communication were most effective? Dojo, Remind, Email, Phone, Text, Other	Open for data collection
	Has the increased commitment to attendance increased student testing performance?	70% Respond that it has positively impacted performance on teacher tests

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		<p>20% Respond that it has positively impacted performance on Teacher tests and Local Assessments</p> <p>10% Respond that it has positively impacted performance on All Assessments</p>
<b>Family Survey</b>	<p>Did you and your child attend an Honor Roll Assembly/ Student of the Month?</p> <p>What prevented your child from attending every day?</p>	<p>70% will indicate yes.</p> <p>Open question and we will seek 40% full response rate</p> <p>Data to be used for next year's SCEP Activities to address concerns.</p>

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

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

See above criteria and we desire to meet or exceed the data points above.

### Commitment 3

## Commitment 4

## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

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### State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	



## ☐ 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

### Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

## ☐ School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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
Robert Vicuña	Principal
Madelyn Guzman	Assistant Principal
Lauren Spagna	Teacher
Joseph Scauzillo	Teacher
Shanauzelda Montgomery	Teacher
Amy Ast	Parent
Denise Coaxum	Parent
Cecilia Russo	Parent
Bharti Harnaraine	Student
Gisselle Hernandez	Student
Gladys Prenam Minza	Student
Linda Rabadí	CSEA
Danny Alicea	CSEA
Darlene Sydnor Pierce	CSEA

## Our Team's Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document (OPTIONAL)

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	OPTIONAL: Completing the "Leveraging Resources" document
5/31/2022	X		X	X		
6/1/2022	X					
6/2/2022	X		X			
6/6/2022						
6/10/2022		X	X	X		
6/15/2022			X	X	X	
6/16/2022	X Parents			X	X	
6/20/2020					X	
6/23/2022					X	
6/24/2022					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 process informed the team's plan**

The student focus groups allowed their voice to be recognized as we developed the activities to address the commitment.

#### Equity Self-Reflection

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

The responses of the reflection allowed for the team to look at the data points and perceptions of our staff to identify the commitments and several of the activities.

## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **CSI Schools:** 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 indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
  - b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
  - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
  - a. Ensure that the plan is implemented no later than the first day of school
  - b. Monitor implementation closely and make adjustments as needed
  - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  - d. 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.