



# School Comprehensive Education Plan

## *Local Support & Improvement (LSI)*

### 2023-24

| District                      | School Name                           | Grades Served |
|-------------------------------|---------------------------------------|---------------|
| <b>Yonkers Public Schools</b> | Las Hermanas Mirabal Community School | Pre-K-8       |

**Collaboratively Developed By:**  
The Las Hermanas Mirabal Community SCEP Development Team  
(Dr. Vicuna, Ms. Guzman, Ms. Spagna, Ms. Montgomery, Ms. Altinay, Mr. Scauzillo, Mr. Keneally, Mr. Rosenhan)  
*And 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 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>We commit to improve academic outcomes of our students with disabilities and multilingual learners as measured by student performance on grades 3-8 ELA and Math state tests.</p>   |
| <p><b>Why are we making this commitment?</b><br/> <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? (<b>Envision Activity</b>)</i></li> <li>• <i>Why did this emerge as something to commit to? (<b>All Analyze Activities</b>)</i></li> <li>• <i>In what ways is this commitment influenced by the <b>Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</b></i></li> <li>• <i>How are you incorporating <b>equity</b> and <b>inclusion</b> into this commitment?</i></li> </ul> | <p>This commitment comes as a result of the data analysis from previous years' NYSED assessments. These assessments show that our SWD and MLL students are performing below grade level standards in ELA and Math. At Las Hermanas Mirabal Community School, our vision is to demonstrate that all students can learn. We continue to strive to create a diverse curriculum that fosters a positive academic environment where all children regardless of classifications can feel comfortable and achieve academic success. This is in addition to the district's strategic plan Goal I, Objective 1A, which details the growth goals for multilingual and students with disabilities by 2025 in ELA and Math NYSED assessments.</p> <p>Our focus on this commitment aligns with the district's initiative around Diversity, Equity and Inclusion by ensuring that our students receive the education they need to progress. Strategies implemented to address this commitment will ensure that all of our students are acknowledged, included, and with a focus on our SWD and MLL's with the goal of improving student performance.</p> |

Commitment 1

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><br/> <b>Goal II:</b> Professional Development and<br/> <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>Review and ongoing monitoring of the iReady pacing calendar provided by the district</b></p>   | <p>September and ongoing monthly</p> | <p>Once a month, during congruence, teachers will meet with administration to review the pacing calendar and make necessary adjustments to meet the needs of students.</p> | <p>Teacher ability to keep up with the pacing as well as student performance with a focus on target students (SWD/MLLs) on end of unit assessment</p>                     | <p>Congruence time<br/>District iReady pacing calendar</p>  |
| <p><b>Review and ongoing monitoring of the Benchmark pacing calendar</b></p>   | <p>September and ongoing monthly</p> | <p>Once a month, during congruence, teachers will meet with administration to review the pacing calendar and make necessary adjustments to meet the needs of students.</p> | <p>Teacher ability to keep up with the pacing as well as student performance with a focus on target students (SWD/MLLs) on end of unit assessment</p>                     | <p>Congruence time<br/>Benchmark pacing calendar</p>  |

Commitment 1

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|---|----------------|--|--|--|
| <p><b>Organization of math instructional period</b></p>               | <p>Ongoing</p> | <p>Teachers will be expected to dedicate 90 minutes (about 1 and a half hours) of their day to math instruction. This will be divided into 30 minutes for flexible grouping, problem solving, and critical thinking.</p> | <p>Administrators will request teachers to submit a copy of their daily schedule and post outside of classroom to reflect this. Data of targeted students (SWD/MLLs) will be monitored for progress.</p> | <p>Scheduling<br/>Critical thinking and problem-solving activities for each grade<br/>Individual laptops for students</p>  |
| <p><b>Organization of ELA instructional period</b></p>                | <p>Ongoing</p> | <p>Teachers will be expected to dedicate 90 minutes (about 1 and a half hours) of their day to ELA instruction.</p>  | <p>Administrators will request teachers to submit a copy of their daily schedule and post outside of classroom to reflect this. Data of targeted students (SWD/MLLs) will be monitored for progress.</p> | <p>Scheduling<br/>Critical thinking and accountable talk activities for each grade<br/>Individual laptops for students</p> |
| <p><b>Departmentalization in grades 3-6</b></p>                       | <p>Ongoing</p> | <p>Classes in grades 3-6 will be departmentalized for math and ELA.</p>  | <p>Through classroom observations, administration will focus on ensuring that math and ELA teachers demonstrate clear knowledge of the content and instruction is meeting the needs of all students.</p> | <p>Staffing<br/>Professional Development in ELA and Math</p>   |
| <p><b>NSI Bankstreet participation for teachers in grades 5-8</b></p> | <p>Ongoing</p> | <p>Math teachers in grades 5-8 will participate in the Bankstreet initiative with a focus on</p>   | <p>Administration along with a Bankstreet representative will meet regularly with teachers to</p>  | <p>Bankstreet collaboration</p>  |

Commitment 1

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|   |                                       | improving math instruction for our underserved populations.            | discuss data and observations.  |   |
| <b>Unit Assessments in iReady and Benchmark</b> | At the end of each math and ELA unit. | Teachers will give end of unit assessments for each math and ELA unit. | Assessment data will be analyzed with a focus on the target students. | Individual laptops for students<br>ELA and math end of unit assessments |

**End-of-the-Year Desired Outcomes**

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

|                       | <b>Survey Measure from<br/>AMBITIOUS INSTRUCTION in the 5Essentials<br/>Survey</b> | <b>2022-2023 or 2021-<br/>2022 response</b> | <b>Desired response<br/>(e.g. % agree or strongly agree)</b> |
|-----------------------|--|---|--|
| <b>Student Survey</b> | The teacher wants us to become better thinkers, not just memorize things.          | 36% Agree                                   | 60% for All  |
|                       | This class challenges me.  | 30% Agree                                   |  |
|                       | I really learn a lot in this class   | 41% Agree                                   |  |
| <b>Staff Survey</b>   | Most students participate in the discussion at some point.                         | 42%   | 60% for All  |
|                       | Students build on each other’s ideas during discussions.                           | 38%   |  |
|                       | Students use data and text references to support their ideas.                      | 44%   |  |
| <b>Family Survey</b>  | The teachers do their best to help my child learn.                                 | 37% Agree                                   | 60% for All.   |
|                       | Provide suggestions for how to support my child in school.                         | 42% once or twice a semester.               |  |
|                       | Listen to my suggestions about how to best support my child.                       | 33% once or twice a semester.               |  |

Commitment 1

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**

By the end of the 2023-24 school year the number of students with disabilities and multilingual learners scoring a level 3 and 4 will increase by 3% as measured by their performance on the NYS Math and ELA assessment.

## 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>We are committed to creating a system that provides targeted social emotional learning supports that address student needs.</p>   |  |
| <p><b>Why are we making this commitment?</b><br/> <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? (<b><u>Envision Activity</u></b>)</i></li> <li>• <i>Why did this emerge as something to commit to? (<b><u>All Analyze Activities</u></b>)</i></li> <li>• <i>In what ways is this commitment influenced by the <b><u>Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</u></b></i></li> <li>• <i>How are you incorporating <b><u>equity</u></b> and <b><u>inclusion</u></b> into this commitment?</i></li> </ul> | <p>At Las Hermanas Mirabal Community School we believe in fostering the well-being of each student. We believe each student can be a good citizen of the school community given the appropriate social and emotional support.</p> <p>In our 2021-22 5essentials survey, 41% of students felt their teachers treated them with respect and 47% felt their teachers listened to their ideas. In interviews, students shared they feel like the school allows them to have an active voice but they would like to have more opportunities for school wide events (dances, shows) and enrichment activities that motivate them (pbis, rewards system).</p> <p>This commitment aligns to the district's strategic plan Goal IV, which details establishing an inclusive learning community that supports students with diverse social and emotional needs for equitable student growth and development.</p> |  |



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><br/> <b>Goal II:</b> Professional Development and<br/> <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>Team Building / Grade Level Activity "Houses"</b></p>  | <p>September-June</p> | <p>3<sup>rd</sup> and 5<sup>th</sup> grade levels will be piloting a "House System" with each house being based on a character building trait reflective of the four Mirabal sisters.</p> | <p>Students will identify with their chosen characteristic and academic and behavioral achievement</p>   | <p>Schedule Incentives</p>  |
| <p><b>MBK, MSK</b></p>   | <p>September-June</p> | <p>Mentoring and Character Building through weekly meetings and monthly projects. A total of 12 girls will be targeted by MSKH in grades 5-7, totaling 4 students per grade level.</p>    | <p>Attendance, completion of scheduled activities and projects, active participation through different modalities, and participating actively in the school community as mentors. The aim will be to improve academic performance,</p> | <p>Schedule, grants, building teacher/school/ community awareness, support, and participation</p>                 |

Commitment 2

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|   |                  |  | behavior, attendance, and build leadership skills.  |  |
| <b>Schoolwide Initiative to enhance multicultural inclusivity highlighting cultures represented in our ENL population</b> | September - June | <ul style="list-style-type: none"> <li>• Label classrooms and materials in multiple languages</li> <li>• Delivery of morning announcement in multiple languages</li> <li>• Digital and hard copies of correspondence in multiple languages</li> <li>• Environmental print presented in multiple languages (Bulletin Boards)</li> <li>• Library of texts that reflect student cultures</li> <li>• Title 1 and ENL support in classrooms.</li> </ul> | Administration learning walks to provide helpful feedback to teachers and support staff in making sure their classrooms show a welcoming environment for all of our students. | Materials, schedule for announcements, translations, multi-cultural texts. |
| <b>Recognizing Multicultural Events within the building</b>   |                  | Morning Announcements, Multicultural Texts/Resources/Feasts,   | Bulletin Boards with Actionable Feedback, Assessments, PBL, Spirit Days, Classroom "Shoutouts"  | Parental Involvement, Staff involvement, Schedule                          |

Commitment 2

|                         |                | PBL, Bulletin Boards with Actionable Feedback   |                       |   |
|-------------------------|----------------|---|-----------------------|---|
| <b>PST support</b>      | Ongoing        | <p>School psychologist, school guidance counselor, and social worker work closely with administration to provide support to the entire school community.</p> <p>PST provides teacher and staff professional development on SEL</p> <p>PST integrates SEL into classrooms</p> <p>PST has a voluntary peer mediation with secondary female students</p> |                       | <p>Staff- school psychologist, school guidance counselor and social worker</p> <p>Space- for PST to meet with teachers, parents, and staff (cafeteria, gym, library, computer lab)</p> <p>Permission slips for peer mediation group</p> |
| <b>Spirit Committee</b> | September-June | <p>Spirit committee will prepare calendar for school year with spirit days and spirit weeks.</p> <p>Spirit days and week will include literacy and math fluency.</p>  | Student Participation | <p>Calendar of spirit days and weeks</p> <p>Committee- who will put together calendar, inform school during announcements, and distribute advertisement</p>   |

Commitment 2

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| <p><b>Student Government in secondary</b></p>          | <p>September-June</p> | <p>Elections will be held to select a student government to represent middle school students.</p> <p>Student government will meet with administration once a month to discuss topics of interest.</p> <p>Student government will serve as the voice of their peers.</p>   | <p>Student participation in student government.</p> <p>Activities led by student government.</p> <p>Student feedback surveys</p> | <p>Elections to select middle school student government</p> <p>Space-cafeteria or gymnasium to have elections</p> <p>Surveys</p> |
| <p><b>Respect, Kindness and Forgiveness Pledge</b></p> | <p>September-June</p> | <p>School will implement a school wide pledge to show respect, kindness and forgiveness</p> <p>Acts of Kindness club in elementary works on highlighting teachers and staff members who help support our school community. They create messages and surprise the selected individual. Pledge will be posted in hallway corridors and classrooms</p> | <p>Administration during classroom observations will ensure the RFK pledge is being enforced school wide.</p>                    | <p>Pledge-pledge has to be created and implemented.</p> <p>Acts of Kindness Club</p>   |
| <p><b>Sensory Walks and Walls</b></p>                  | <p>Ongoing</p>        | <p>In our second floor we have a sensory wall to</p>  | <p>Student and staff feedback survey</p>   | <p>Sensory wall</p>  |

Commitment 2

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|  |  | <p>help students identify and work through their feelings. PST, teachers, and staff can use the wall to help support students.</p> <p>In our autism wing there are sensory walks on the floors and walls to help dysregulated students with strategies to help them.</p> |  | <p>Sensory floor</p> <p>Feedback surveys</p> <p>PST support</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>SUPPORTIVE ENVIRONMENT</b> in the 5Essentials Survey | 2022-2023 or 2021-2022 response | Desired response<br><i>(e.g. % agree or strongly agree)</i> |
|-----------------------|---|---------------------------------|---|
| <b>Student Survey</b> | My teachers treat me with respect.  | 41%                             | 60% for All   |
|                       | My teachers always listen to students' ideas.                               | 47%                             |   |
|                       | I feel comfortable with my teachers at this school.                         | 46%                             |   |
| <b>Staff Survey</b>   | Teachers are eager to try new ideas.  | 38%                             | 60% for All   |
|                       | Teachers are really trying to improve their teaching.                       | 38%                             |   |
|                       | Teachers are willing to take risks to make the school better.               | 38%                             |   |
| <b>Family Survey</b>  | Your voice is valued at the school.   | 37%                             | 60% for All   |
|                       | Comfortable sharing concerns with the school leadership.                    | 40%                             |   |

Commitment 2

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|  | That you are a part of improving the school. | 38% |  |
|--|--|-----|--|

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**

Achievement of the “strong” level of performance from students in the supportive environment category on the 5essentials survey at the end of the 2023-2024 school year.

## 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.*

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|--|--|--|
| <p><b>What is one commitment we will promote for 2023-24?</b></p>  | <p>We commit to strengthening the relationships between parents and teachers to help our students succeed within our school community.</p>   |  |
| <p><b>Why are we making this commitment?</b><br/> <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? <b>(Envision Activity)</b></i></li> <li>• <i>Why did this emerge as something to commit to? <b>(All Analyze Activities)</b></i></li> <li>• <i>In what ways is this commitment influenced by the <b>Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</b></i></li> <li>• <i>How are you incorporating <b>equity</b> and <b>inclusion</b> into this commitment?</i></li> </ul> | <p>At Las Hermanas Mirabal Community School we believe in building a strong relationship between the school and surrounding community to benefit all.</p> <p>During the 2022-2023 school year, we invited parents to events such as open house, parent teacher conference, Hispanic heritage culmination event, student of the month breakfast, secondary honor roll assemblies, college is my future, and the holiday and spring concerts and the response was extremely positive. This commitment evolved from our hope to keep this momentum going into future school years.</p> <p>In our 2021-22 5essentials survey, 26% of teachers feel that most parents come to scheduled parent teacher conferences and 14% of parents contacted their teacher to learn about their child's performance. In interviews, students shared that their teachers do not frequently communicate with their parents or many use digital platforms that their parents have difficulty navigating. Studies show that a key element for the success of students within the school community are the partnerships between parents and teachers.</p> <p>It is our hope that pursuing this commitment will help our teachers and staff build strong relationships with families to help our students succeed within our school community.</p> |  |

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><br/> <b>Goal II:</b> Professional Development and<br/> <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>Parent Teacher Association</b></p>   | <p>September-June</p> | <p>Establishment of a parent teacher association with active members. A PTA president will be chosen and additional members will be recruited early in the school year.</p> | <p>Quantitative data, such as PTA enrollment and participation will be recorded.</p> <p>Feedback from parents through surveys will be gathered throughout the year to ensure the PTA is effective.</p> | <p>PTA President-A president for the PTA will be chosen. They will play a major part in organizing events for families.</p> <p>PTA members-parents and staff will need to be recruited to participate on the PTA</p> <p>Member meetings-PTA members will need a time and place to meet regularly. Topics</p> |



Commitment 3

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|   |                |   |   | <p>for PTA meetings should be planned between the PTA president and administration.</p> <p>Activities-A calendar of parent or school activities should be developed.</p>  |
| <b>Parent Workshops</b>                           | Ongoing        | <p>Parents will be invited to attend workshops throughout the school year. Workshop topics will include Title I and Title III information and support. Feedback from parents will be used to create other workshops to support their needs.</p> | Attendance sheets   | <p>Staff-ENL teachers and Title I reading teacher will collaborate to develop workshops for parents.</p> <p>The PTA, in collaboration with teachers and staff, will develop workshops for parents. They may also look to the community to bring in workshops/resources for parents.</p> |
| <b>School Activities, Shows, and Celebrations</b> | September-June | <p>Hosting school activities which parents can be invited to watch and/or participate.</p> <p>Activities will include:</p>  | <p>Attendance sheets that demonstrate an increase in parent attendance for school events.</p> <p>At the end of the school year a survey will be given to parents to</p> | <p>Schedule-a tentative schedule of events for the school year</p> <p>Staff-Teachers of listed subject areas will be informed of the expectations.</p>  |

Commitment 3

|                                      |                |  |   |   |
|--------------------------------------|----------------|--|---|---|
|                                      |                | <p>Bookfair, Culture Night, Music-Holiday, Spring Concert</p> <p>Art-Art Exhibitions</p> <p>Cultural Celebrations (Hispanic Heritage Celebration and Black History Month)</p> <p>Moving-Up Ceremony, Secondary Honor Roll, Student of the month breakfasts</p> | gather information about how many events parents were invited to, how many could attend, and an overall rating of each event. | Space-cafeteria, gym, computer lab, and library are large spaces that may be used for these events. |
| <b>Communication to families</b>     | September-June | Connect Ed, Social Media Posts (Instagram & Twitter), Class Dojo, Remind, School Website   | Increasing parent access to school related activities, Honor Roll Assembly, Concerts/Events, Student of the Month             | Individuals<br>Social Media<br>Devices for Access   |
| <b>Parent Welcome Center</b>         | September-June | District VIVE program using our building 2x weekly to provide literacy support, parenting support, employment resources, legal, medical and government aid resources   | Consistent or growing enrollment, parent referrals, survey  | Licensed teacher (VIVE)<br>Space<br>Schedule<br>Advertisement                                       |
| <b>Teacher workshops for parents</b> | Monthly        | Teachers will work with parents to provide workshops that give parents tools and   | Parents will provide feedback after workshop through survey.  | Teachers<br>Space<br>Social Media<br>Advertisement  |

Commitment 3

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|  |  | strategies to best support their child at home. |  |  |
|--|--|---|--|--|

## 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<br><i>(e.g. % agree or strongly agree)</i> |
|-----------------------|---|---------------------------------|---|
| <b>Student Survey</b> | Encourage you to work hard at school.   | 25% most of the time            | 50% for All   |
|                       | Show they are proud of you.   | 27% most of the time            |   |
|                       | Take time to help you make decisions.   | 27% most of the time            |   |
| <b>Staff Survey</b>   | Volunteered time to support school/center (e.g. volunteer in classrooms, help with school/center-wide events, etc.) | 5% most                         | 50% for All   |
|                       | Attended parent-teacher conferences when you requested them.  | 26% most                        |   |
|                       | Contacted you about their child’s performance.  | 14% most                        |   |
| <b>Family Survey</b>  | Attend scheduled PTA (parent, teacher, and staff) meetings.   | 11% Always                      | 50% for All   |
|                       | Attend scheduled parent-teacher conferences.  | 41% Always                      |   |
|                       | Attend scheduled school events/performances.  | 19% Always                      |   |

Commitment 3

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**

Achievement of the “strong” level of performance in the involved families category on the 5essentials survey at the end of the 2023-2024 school year.

## 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                 |
|------------------------|----------------------|
| Dr. Robert Vicuna      | Principal            |
| Madelyn Guzman         | Assistant Principal  |
| Lauren Spagna          | Teacher              |
| Joseph Scauzillo       | Teacher              |
| Michael Keneally       | Teacher              |
| Justin Rosenhan        | Teacher              |
| Shanauzelda Montgomery | Teacher              |
| Lydia Altinay          | Teacher              |
| Lama Alawad            | CSEA                 |
| Linda Rabadi           | CSEA                 |
| Amy Ast                | Parent/Parent Figure |
| Lama Alawad            | Parent/Parent Figure |
| Bryan Burgos           | Student (7-12)       |
| Zola Graham-Brown      | Student (7-12)       |
|                        |                      |
|                        |                      |
|                        |                      |
|                        |                      |

## 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:<br>Exploring Our<br>Vision,<br>Values, and<br>Aspirations | Analyze:<br>Internal and<br>External<br>Data | Analyze:<br>Survey Data | Analyze: Tenet<br>1 Systems and<br>Structures<br>Inventory | Equity Self-<br>Reflection | Listen:<br>Interviewing<br>Students | Writing the Plan |
|--------------|---|--|-------------------------|--|----------------------------|-------------------------------------|------------------|
| 4/17/23      | X   |  | X                       |  |                            |                                     |                  |
| 4/20/23      |   | X  |                         | X  |                            |                                     |                  |
| 5/8/23       |   |  |                         |  |                            | X                                   |                  |
| 5/10/23      |   | X  |                         |  | X                          |                                     |                  |
| 5/30/23      |   |  |                         |  |                            |                                     | X                |
| 5/31/23      |   |  |                         |  |                            |                                     | 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**

Student voice can increase student engagement and give students more ownership of their education and outcomes. We found the student interviews extremely important to the planning and writing of the 23-24 SCEP plan. Building relationships and trust were paramount to the academic and social-emotional success of our students. Students expressed that they felt more motivated when teachers used different teaching strategies (project-based learning, acting out, digital platforms, group work) and felt the content was easier to learn.

#### Parent/Parent Figure Input

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

Parents have expressed that at times they do not have the necessary strategies or tools to work with their child at home. We have observed low attendance in schedule parent teacher conferences and parent welcome center. To address these issues, we have prioritized commitment #3 to increasing the relationships between our teachers and families to help our students succeed within the school community.

#### Equity Self-Reflection

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

The equity self-reflection was a valuable tool that identify areas that we as a building need to improve on. Is also affirmed that the faculty and staff exhibit an understanding and use of knowledge and skills in the practice. The SCEP planning committee felt that we are currently integrating many of the practices in all four principles.

## 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.