



School Comprehensive Education Plan 2024-25

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

Collaboratively Developed By:

The Las Hermanas Mirabal Community School SCEP Development Team: Dr. Vicuna, Ms. Altinay, Ms. DiLello, Ms. Gassman, Mr. Keneally, Ms. Minaya, Ms. Montgomery, Mr. Rosenhan, Ms. Sanchez Carrasco, Mr. Scauzillo, Ms. Spagna.

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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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 an intervention from the **State-Supported Evidence Based Interventions** 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.

State-Supported Evidence Based Intervention

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

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse-Identified

If “X’ is marked above, provide responses to the prompts below to identify the intervention, 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 Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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 intervention, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</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 through Differentiated Teaching and Explicit Direct Instruction.</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>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, Student Achievement, Objective 1A, which details the growth goals for multilingual and students with disabilities by 2025 in ELA and Math NYSED assessments. We will incorporate the out of classroom instructional model to support MBK milestone I, II, and IV</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>

Key Strategies

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i></p>
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Commitment 1

		<i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Differentiated Teaching	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Differentiated teaching is the right key strategy as it would promote that “all students experience challenge, success and improved learning.” The teachers will analyze student assessment data and plan the curriculum and teaching with targeted interventions for individual students.
Explicit Direct Instruction	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Students will receive adequate practice, correct levels of rigor, congruent instruction and appropriate learning strategies. The teacher ensures integration of differentiation, provide appropriate challenge and rigor, and ensure mastery before progressing in curriculum.
Error Analysis	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Error analysis is used in the classroom after direct instruction to identify the cause of student errors.
Think, Pair, Share	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	The students are given direct instruction and provided with a topic to reflect on.

Implementation

KEY STRATEGY 1	Differentiated Teaching
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Expanding on the implementation of one homeroom per grade level for ENL students in departmentalized grades 3 to 8. Providing integrated ENL instruction, regardless of proficiency level, in the departmentalized homeroom simultaneously with the ENL instructor.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Stating of clear and measurable objectives at the beginning of each lesson.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Utilization of acronyms such as “R.A.C.E.” and “C.U.B.E.S.” to foster student mastery of both mathematical word problems and ELA short responses.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Key Strategy 1 on Differentiated Teaching can be supported by having one homeroom per grade level for ENL students to ensure integrated ENL learning (rather than “pull out”) to ensure all entering and emerging students are receiving 360 minutes of ENL instruction per week and all transitioning and expanding students are receiving 180 minutes of ENL instruction per week.	

KEY STRATEGY 2	Explicit Direct Instruction
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
	When will this be in place?

Commitment 1

Implementation will consist of a three phased approach to help to ensure student mastery throughout the academic year. The phases are “I do”, “We do”, and “You do”.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Stating of clear and measurable objectives at the beginning of each lesson.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Utilization of acronyms such as “R.A.C.E.” and “C.U.B.E.S.” to foster student mastery of both mathematical word problems and ELA short responses.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

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

Professional development and scheduling flexibility to help provide teachers with additional support to provide the appropriate level of instruction to ensure student success.

KEY STRATEGY 3 Error Analysis

IMPLEMENTATION

What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

Students use error analysis to correct their work. Error analysis is used in the classroom after direct instruction to identify the cause of student errors when they make consistent mistakes. The students use this process of reviewing their student’s work and then look for patterns or misunderstanding. Students’ work is collected and assess for understanding.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

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

Manipulatives, time, space, and technology.

KEY STRATEGY 4 Think, Pair, Share

IMPLEMENTATION

What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

Students are given direct instruction and provided with a topic to reflect on. Students are then paired in homogeneous pairs to discuss the topic. The students are provided with accountable talk prompts to help differentiate those students in need of more support. Finally, the students share with the class to allow for further discussion and feedback.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM

RESOURCES

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

Time, space, technology, manipulatives

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Differentiated Learning	Benchmark Assessment and I-Ready Diagnostic Assessment	We hope to see improvement in student progress and set expectations for growth through assessment data.	
Explicit Direct Instruction	1 st marking period grades, Benchmark Assessment and I-Ready Diagnostic Assessment	We hope to see that students' 1 st marking period grades to increase by 2%. We also hope to see a drop in referral rates to the special education department and a decrease in referral rates in MLL department while implementing the MTSS model.	
Error Analysis	Exit-tickets	We hope to see an increase in the use of exit tickets and more self-directed project-based learning.	
Think, Pair, Share	Observation of accountable talk, MAP Assessment Data	Increase usage of accountable talk and prompts to facilitate such conversations. Increase in MAP ELA scores.	

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

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

Commitment 1

	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)	MAPS	We hope to see improvement in student progress.	
End-of-the Year Targets	ELA and Math State Assessments	We hope to see an increase in student performance.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	How much support do the adults of the school give you?	79% responded favorably	75% to respond favorably	We saw a 4% favorable response higher than anticipated.
Staff Survey	To what extent are teachers trusted to teach in the way that they think is best?	76% responded favorably	75% to respond favorably	We saw a 1% favorable response higher than anticipated.
Family Survey	How well do administrators at your child's school create a school environment that helps children learn?	74% responded favorably	75% to respond favorably	We saw a 1% less favorable response than anticipated.

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We are committed to creating a system that provides targeted social emotional learning supports that address student needs.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>At 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>PST will work collaboratively with the teacher to create a positive learning environment through reward systems, affirmative statements, creating a print rich appreciative environment. Title I, Title III, Support staff, Custodial, Cafeteria, and all community stake holders will work collaboratively with the teacher addressing the learning style of the student which includes visual, kinesthetic, and tactile, auditory learning. Each style would address the students' need academically so that they can be successful in the classroom. We will incorporate out of classroom instructional model to support MBK milestone I, II, and IV.</p> <p>65% of the students from grades 3-8 feel a sense of belonging here at their school based on the 2023-24 Panorama survey. Additionally, 56% of the same student population feel supported/connected to the adults here at school based on the 2023-24 Panorama survey.</p> <p>This commitment aligns to the district's strategic plan Goal IV, Support Student Needs, 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

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

<p>KEY STRATEGY</p>	<p>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</p>	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i></p>
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Commitment 2

		<i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
Multi-Tier System of Supports (MTSS)	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>PST will provide group counseling, social skills group, restorative circles, peer mentoring, and referral to therapy. Through these methods of support PST aims to address challenges that affect a student’s academic or socio-emotional success.</p> <p>PST will identify and analyze a particular problem with a student and then create an intervention plan that the teacher or parent can implement with varying degrees of support or independently. Moreover, PST will consult with teachers regarding benefits from a differentiated learning approach.</p>
Explicit Direct Instruction	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Differentiated teaching is the right key strategy as it would promote that “all students experience challenge, success and improved learning.” The teachers will analyze student assessment data and plan the curriculum and teaching with targeted interventions for individual students.</p>
Differentiated Instruction	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Students will receive adequate practice, correct levels of rigor, congruent instruction and appropriate learning strategies. The teacher ensures integration of differentiation, provide appropriate challenge and rigor, and ensure mastery before progressing in curriculum.</p>

Implementation

KEY STRATEGY 1	Multi-Tier System of Supports (MTSS)
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Our PST will collaborate with teachers on the MTSS process. We will expand on Response to intervention (RTI) focusing on academics and providing increased levels of support to struggling students, in the forms of classroom-wide support, small group interventions and individualized support.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
We will ensure that all students will be provided with both school wide and classroom wide expectations for successful behavior. The focus of Tier I is to define clear expectations, teach appropriate school behavior, teach appropriate academic behavior, and continuously reinforce these behaviors across all school settings for all school behaviors.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	

Commitment 2

Key Strategy 1 of MTSS can be supported by having a Guidance Counselor available each school day to integrate SEL into the classrooms and to collaborate with teachers on MTSS when needed. As a continuation of the 2023-24 year, a CSE prep will be provided three times a week for the liaison to assist with the process of special education evaluations. Expand services with community-based organizations such as Andrus, Urban Assembly, and MBK. In addition, enhancing the MSK program.

KEY STRATEGY 2		Explicit Direct Instruction
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Direct Instruction is provided to students that have been grouped accordingly and error analysis.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
The use of informal assessments such as “paddle boards”, exit tickets, and daily student check-ins.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Classroom space, diagnostic exams, technology, additional staffing, district created material, and teacher created materials to be used for supplemental instruction		

KEY STRATEGY 3		Differentiated Instruction
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 3? What steps are involved?		
Pre-teaching pre-requisite skills prior to teaching a new unit to select students.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Assigning independent lessons to aid in the reinforcement of comprehension of material.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Creation of individualized learning paths with the intention of meaningful instruction to each student.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Classroom space, diagnostic exams, technology, additional staffing, district created material, and teacher created materials to be used for supplemental instruction		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify*

Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Multi-Tier System of Supports (MTSS)	MAPS Assessment Suspension Rates	We hope to see continued improvement in student progress. We also hope to see a continued decrease in suspension rates in response to proper referral, placements and academic interventions.	
Explicit Direct Instruction	MAP Assessment, Iready diagnostic, Benchmark, Previous Years State ELA and Math Assessment Data	We are hoping to see veins of similarities for student instruction, minimal reteaching of skills necessary from the previous grade, at least 20% of students to score at or above grade level.	
Differentiated Instruction	MAP Assessment, Iready diagnostic, Benchmark, Previous Years State ELA and Math Assessment Data	We hope to see clear parameters for creating small instructional groups within classrooms. In addition, teacher schedules that reflect small group instruction.	

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

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

Commitment 2

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)
Mid-Year Benchmark(s)	DataMate Assessments, I-Ready Assessments, Benchmark Assessments, and Suspension Rates	We hope to see improvement in student progress. We also hope to see a continued decrease in suspension rates in response to proper referral, placements and academic interventions.	
End-of-the Year Targets	ELA and Math State Assessments and Suspension Rates	We hope to see an increase in student performance. We also hope to see a continued decrease in suspension rates in response to proper referral, placements and academic interventions.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available (e.g., % agree or strongly agree)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	How much support do the adults of the school give you?	79% responded favorably	75% to respond favorably	We saw a 4% favorable response higher than anticipated.
Staff Survey	To what extent are teachers trusted to teach in the way that they think is best?	76% responded favorably	75% to respond favorably	We saw a 1% favorable response higher than anticipated.
Family Survey	How well do administrators at your child's school create a school environment that helps children learn?	74% responded favorably	75% to respond favorably	We saw a 1% less favorable response than anticipated.

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to strengthening the relationships between parents and teachers to help our students succeed within our school community and establish meaningful connections.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>At 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 2023-2024 school year, we invited parents to events such as open house, parent teacher conference, Title I/Title III parent workshops, Hispanic heritage culmination event, student of the month breakfast, secondary honor roll assemblies, college is my future, the holiday and spring concerts, P.T.A. events and the Pathways to Success program. The response from all of these events were extremely positive. This commitment has evolved and our hope is to keep this momentum going into future school years. This commitment aligns to the district’s strategic plan Goal V of Community-Wide Engagement in developing “family and community partnerships through active engagement, participation and communication to support stronger and meaningful connections”. We will incorporate the out of classroom instructional model to support MBK milestone I, II, and IV.</p> <p>In our 2023-24 Panorama survey, 56% of teachers feel that most to all parents come to scheduled parent teacher conferences and 81% of families feel that the school values the diversity of their children’s backgrounds. In interviews, students shared that their teachers frequently communicate with their parents. 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 academically within our school community.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy

Commitment 3

that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	<p>WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?</p> <p><i>Consider both data trends observed and student interview responses.</i></p> <p><i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i></p>
Parent and Community Engagement	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>We have expanded and will continue to expand on parent and community engagement by working with the PTA to organize a social activity for families to attend. We will also promote the PTA meetings in the form of connect ed calls. We will collaborate with the PTA to learn the “perspectives of various parents to understand their sentiments and concerns.” We will have “a system in place for parent representatives to regularly check-in” with the PTA liaison weekly and principal, when necessary, to “share the feedback other parents have provided.” In addition, various school functions will be promoted to encourage family engagement/ participation such as “Back to School Nights”, Parent-Teacher conferences, Mother’s and Father’s Day activities, school field trips, and fundraisers.</p>
Schoolology and PowerSchool Communication	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Las Hermanas Mirabal Community School will provide multiple pathways for communication with families to increase family engagement in all aspects of the school community to support student success with an associated Parent Portal account and parents responding to Panorama Survey.</p>
	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	

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

We will expand on parent and community engagement by working with the PTA to organize a social activity for families to attend. We will also promote the PTA meetings in the form of connect ed calls. We will collaborate with the PTA to learn the “perspectives of various parents to understand their sentiments and concerns.” We will have “a system in place for parent representatives to regularly check-in” with the PTA liaison weekly and principal, when necessary, to “share the feedback other parents have provided.”

Implementation

KEY STRATEGY 1

Commitment 3

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
We will build in 1 weekly "PTA" prep for PTA members to meet with the liaison for weekly check in to share parent feedback and to collaborate on PTA events.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
PST and C.B.O.'s will collaborate on workshops addressing family needs such as financial literacy, social emotional development, and literacy.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
P.T.A. family night events will be held once per month.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
We will continue the implementation of 1 weekly PTA prep into our Master Schedule for the liaison and the PTA members to collaborate in the Parent Welcome Center.		
Time, money, technology, and space		

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Monthly parent workshops addressing the navigation of both Schoology and PowerSchool platforms created by the Power School clerk and administration which included how-to videos	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Creating digital shortcuts to access these platforms such as QR codes.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Technology (Promethium boards, communication devices, projectors), space, time		

Progress Targets

Early Progress Milestones

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

Commitment 3

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Parent and Community Engagement	Open House Attendance	We hope to see an increase in parents attending Open House and an overall increase on the Involved Families Essentials. We would like to “see parents as partners in helping students learn.”	
PowerSchool and Schoology Training	Increase sign-on rates to both platforms Targeted Parent Workshops	We hope to see an increase in parents attending these trainings and an overall increase in the usage of both platforms in order to improve student academic performance and development. We hope to see strong attendance results to these workshops.	

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

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>complete when reviewing mid-year data</i>)
Mid-Year Benchmark(s)	December 13, 2024 Parent Conference Attendance Title I/Title III Parent workshops Progress monitor parental engagement in both Schoology and PowerSchool platforms.	We hope to see an increase in parents attending the Parent Conference on December 13, 2024, the Title I/Title III parent workshops, and the Schoology & PowerSchool platforms.	

Commitment 3

End-of-the Year Targets	April 4, 2025 Parent Conference Attendance		
	Title I/Title III Parent workshops	We hope to see an increase in parents attending the second Parent Conference on April 4, 2025, the Title I/Title III parent workshops, and the Schoology & PowerSchool platforms.	
	Progress monitor parental engagement in both Schoology and PowerSchool platforms.		

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	How much support do the adults of the school give you?	79% responded favorably	75% to respond favorably	We saw a 4% favorable response higher than anticipated.
Staff Survey	To what extent are teachers trusted to teach in the way that they think is best?	76% responded favorably	75% to respond favorably	We saw a 1% favorable response higher than anticipated.
Family Survey	How well do administrators at your child’s school create a school environment that helps children learn?	74% responded favorably	75% to respond favorably	We saw a 1% less favorable response than anticipated.

COMMITMENT 4

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

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>This school is committed to continuously improve our student attendance and reduce the percentage of students chronically absent.</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>Chronic absenteeism “has a detrimental effect on a student’s education”. As of April 29, 2024, 39.28% of our students were chronically absent. “A student shall be considered chronically absent when he or she has missed at least ten percent of enrolled school days.”</p> <p>We envision stronger peer support for academic work by improving our attendance rate. Our 2023 5Essential Report yielded a “weak” result. Only 20% of students reported that about half of their classroom peers feel it is important to attend school every day.</p> <p>Enhancing attendance rates and punctuality through our H.E.R.O. initiative can ultimately foster an engaging learning environment conducive to the academic development of our scholars. We will incorporate the out of classroom instructional model to support MBK milestone I, II, and IV</p> <p>15% (18 students) of our 7th and 8th grade students are projected to go to summer school in 2024 for failing two or more classes. 66% of the students (12 students) projected to go to summer school are considered chronically absent. Our analysis shows a correlation of chronic absenteeism and class failure. This commitment aligns to the district’s strategic plan Goal III, Data-Driven Culture, in creating “a school-wide culture based on high expectations and accountability using qualitative and quantitative data to support decision-making and address inequities for each student”.</p>

Key Strategies

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

KEY STRATEGY	HOW TO DOES THIS COMPARE TO	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy?
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Commitment 4

	EXISTING EFFORTS?	Consider both data trends observed and student interview responses. For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.
Improving Attendance	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Improving attendance rates can ultimately foster an engaging learning environment conducive to the academic development of our scholars.</p> <p>15% of our 7th and 8th grade students are projected to go to summer school in 2024 for failing two or more classes. 66% of the students projected to go to summer school are considered chronically absent.</p> <p>Our analysis shows a correlation of chronic absenteeism and class failure.</p>
Attendance Practices	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Creating a later standardized attendance recording time for the building to allow for more accurate attendance records.</p> <p>Having an assigned person to accurately record late attendance as it is happening in real time.</p>
Incentivizing Good Attendance	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>School wide Attendance Hero Program, Student of the Month program, Tangible incentives such as ice cream party, homework pass, or a Non-tangible incentive such as an extra recess period.</p>
Staff/Student Mentoring Program	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	<p>Creating a smaller learning community of chronically absent/late students to report directly to a member of the PST team regarding attendance. The team member will be responsible for direct communication with the student and family regarding any attendance related issues.</p>

Implementation

KEY STRATEGY 1	Improving Attendance	
IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 1? What steps are involved?		
Our PST Team and Attendance Clerk will “review the attendance and academic data for students who are identified as being at-risk of being chronically absent weekly and provides these students with targeted supports”.		<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
		<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

Commitment 4

by EPM
 by MYB

RESOURCES

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

Key Strategy 1 of Improving Attendance can be supported by having PST collaborate with teachers on targeted supports for students at-risk of being chronically absent.

KEY STRATEGY 2 Attendance Practices

IMPLEMENTATION

What is our plan for implementing Key Strategy 2? What steps are involved?

When will this be in place?

Notifying staff of the updated deadline for attendance daily.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Daily reminder during the morning announcements	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Assign the school registrar to the front desk during the peak time of late arrivals to record attendance in real time in the PowerSchool system.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

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

Personnel, time, technology, scheduling

KEY STRATEGY 3 Incentivizing Good Attendance

IMPLEMENTATION

What is our plan for implementing Key Strategy 3? What steps are involved?

When will this be in place?

Teachers will be notified of Student of the Month prerequisite qualifications specifically regarding attendance.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Continue to update "Attendance Hero" bulletin board display.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Work collaboratively with teachers to develop a little to no cost incentive list for students with good attendance.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB

RESOURCES

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

Personnel, time, technology, scheduling, and funding

KEY STRATEGY 4 Staff/Student Mentoring Program

IMPLEMENTATION

What is our plan for implementing Key Strategy 4? What steps are involved?

When will this be in place?

Reviewing student attendance data for identification of chronically absent/late students.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
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Commitment 4

Assigning students who are identified as chronically absent to a member of the PST team for direct communication between the student, team member and family regarding any attendance matter.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
Recording communication logs between team members, students, and families as attendance matters arise.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
MTSS checklist on strategies to implement as support to decrease absences/lateness.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	<input type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Modification of Master Schedule to address time necessities to address attendance issues and to meet with assigned mentors.	
Central Office resources needed for availability	

Progress Targets

Early Progress Milestones

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

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices)	What we ended up seeing (complete six to ten weeks into the school year)
Improving Attendance	School Attendance and Chronic Absenteeism Report	We hope to see a reduction in the percentage of students chronically absent. As of 4/29/24, 39.28% of students were chronically absent. We hope to see a reduction in the percentage of students chronically absent.	
Attendance Practices	School Attendance and Chronic Absenteeism Report	We hope to see a reduction in the percentage of students chronically absent and late. In addition, a decrease in the amount of inaccurate attendance reporting.	
Incentivizing Good Attendance	School Attendance and Chronic Absenteeism Report	We are hoping to connect attendance improvement rates with our P.B.I.S. reward system with categories such as Perfect Attendance and Most Improved Attendance	

Commitment 4

Staff/Student Mentoring Program	School Attendance and Chronic Absenteeism Report	We are hoping to identify students early on in the process and have them exit the program without having them to relapse into the mentoring program at a later date.	
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Mid-Year Benchmarks and End-Of-The-Year Targets

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	School Attendance and Chronic Absenteeism Report	We hope to see a reduction in the percentage of students chronically absent. As of 4/29/24, 39.28% of students were chronically absent. We hope to see a reduction in the percentage of students chronically absent.	
End-of-the Year Targets	Summer School List for students failing 2 or more classes	We are hoping to see a reduction in the number of the students projected to go to summer school due to chronic absenteeism.	

Spring Survey Targets

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

	Survey Question(s) or Statement(s)	2023-24 data if available <i>(e.g., % agree or strongly agree)</i>	Desired response <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	How much support do the adults of the school give you?	79% responded favorably	75% to respond favorably	We saw a 4% favorable response higher than anticipated.

Commitment 4

<p>Staff Survey</p>	<p>To what extent are teachers trusted to teach in the way that they think is best?</p>	<p>76% responded favorably</p>	<p>75% to respond favorably</p>	<p>We saw a 1% favorable response higher than anticipated.</p>
<p>Family Survey</p>	<p>How well do administrators at your child's school create a school environment that helps children learn?</p>	<p>74% responded favorably</p>	<p>75% to respond favorably</p>	<p>We saw a 1% less favorable response than anticipated.</p>