



School Comprehensive Education Plan *Local Support & Improvement (LSI)*

2023-24

District	School Name	Grades Served
Yonkers Public Schools	Eugenio Maria de Hostos MicroSociety School	PK-8

Collaboratively Developed By:

The **Eugenio Maria de Hostos MicroSociety School** SCEP Development Team

- | | |
|---|--|
| Elda Perez-Mejia – Principal | Kim O’Connell – Assistant Principal |
| Maria Randazzo-Bruno – 7/8 SS/YFT | Rose Johnson - SPED Teacher |
| Natalie Noda-Mirabile - 1st Grade | Laura Mendoza - ENL Teacher |
| Michael Mezzancello- 7/8 ELA | Dulani Turner- CSEA |
| Lissolet Holguin – Parent Representative | Sophia Cana – Parent Representative |
| Dawn Thomas – Student Rep | Brianna Powell – Student Rep |
| Sebastian Luna – Student Rep | Michael Mezzancello – 7/8th ELA Teachers |
| Fernanda Diaz – School Aide/CSEA Rep | Kelly Ficarrota- K Teacher |

*And in partnership with the staff, students, and families of **EM de Hostos 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>What is one commitment we will promote for 2023-24?</p>	<p>We commit to strengthening instruction to include a culturally responsive, cohesive and relevant curriculum to our students that engages the learner across content area of reading, writing, math and science.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision? (Envision Activity)</i> • <i>Why did this emerge as something to commit to? (All Analyze Activities)</i> • <i>In what ways is this commitment influenced by the Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</i> • <i>How are you incorporating equity and inclusion into this commitment?</i> 	<p>We believe as a school that as a school we must provide our students with common curricular experiences that are culturally relevant and meet the needs of all learners at their level.</p> <p>Based on the 5 Essentials Survey we learned that teachers felt a need for more collaborative practices and 68% of parents felt their child was being bullied, this will be addressed through parent workshops.</p> <p>Students shared in their interviews that they enjoy project-based learning and when they are asked about their own learning in the classroom. Parents shared that when students liked their teachers, they engaged more in school and activities.</p> <p>The team felt that without understanding all student needs, as teachers, they could not meet them and help with growth and development and as such, teachers could be more relatable. There is a need to build more trust and model what accountability looks like for students.</p>

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>Must include action steps and initiatives aligned to YPS Strategic Plan: Goal II: Professional Development and Goal III: 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>		What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Institute Reading across the Curriculum-Increase student engagement through culturally responsive literacy based	Sept 2023 – June 2024	Develop common SEL Theme/Intentionally selected texts	Project Based Learning on selected text.	Purchase the selected books by grade level.
Professional Development in new Science Based Instructional Program	October 2023 – June 2024	Science Teacher will provide school-based support to teachers	Implementation/alignment of science program to daily instruction and Micro.	Planning time to develop curriculum
Incorporation of PDSA Cycles to address student learning across curriculum	Sept 2023 – June 2024	Training teachers in PDSA cycles	PDSA model will drive congruence for the year.	Time for planning and development of skill.
Implementation on New Math curriculum IReady K-8	Sept 2023 – June 2024	Training and support. Congruence meetings		
Structured vertical collaboration that emphasizes sharing writing strategies across grade levels.	Sept 2023 – June 2024	Teachers will align curriculum during weekly grade-level meetings	Writing activities aligned to plan.	Develop writing expectations for grade level.
Administrative Monitoring	Sept 2023 – June 2024	During walkthroughs in the first half of the year, the principal will look	Data presentation in PD	

Commitment 1

		<p>for ways in which teachers refer to strategies taught in previous years. The principal will provide actionable feedback related to curriculum cohesion, and data will be shared with staff at faculty meetings.</p> <p>During walkthroughs in the second half of the year, the principal will look for ways that new curricular materials are being used in the classrooms. The principal will provide actionable feedback related to the incorporation of culturally responsive materials, and data will be shared with staff at faculty meetings</p>		
MLL student will be focus of 8:05 PD skill building for teachers to address expanding student needs.	Sept 2023 – June 2024	Scheduling ENL teachers to instructional time assist with integrated		
Thinking Maps will drive all instruction areas to provide common language of instruction.	Sept 2023 – June 2024	Continued implementation of Maps with fidelity to usage.	Classroom use of Thinking Maps in all content areas.	Continued Thinking Map training and support.

Commitment 1

Continuation of NSI partnership for grades 6-8	Sept 2023 – June 2024			
--	--------------------------	--	--	--

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 AMBITIOUS INSTRUCTION in the 5Essentials Survey	2022-2023 or 2021- 2022 response	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey			
Staff Survey			
Family Survey			

<p>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</p>

COMMITMENT 2

Our Commitment

Aligned to YPS Strategic Plan Goal II: Support Student Needs

Establish inclusive learning communities that support students with diverse social and emotional needs for equitable student growth and development.

<p>What is one commitment we will promote for 2023-24?</p>	<p>The teachers and staff are committed to creating safe classrooms for all students. Students will be given voice and choice in their learning through surveys, interest inventories and demonstrating accountability for their learning.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none">• How does this commitment fit into the school's vision? (<u>Envision Activity</u>)• Why did this emerge as something to commit to? (<u>All Analyze Activities</u>)• In what ways is this commitment influenced by the <u>Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</u>• How are you incorporating <u>equity</u> and <u>inclusion</u> into this commitment?	<p>As a MicroSociety School, we strive to develop the students by meeting that at their current instructional level. We make this commitment because we know students engage in instruction more when they feel valued and cared for.</p> <p>Students share that they enjoyed learning when given a choice and voice in their classrooms. Teachers shared that conducting SEL connections helped them learn about their students in a deeper way.</p> <p>Through more emphasis on project-based learning in all contents, students will be able to participate at their current instructional level.</p>

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>Must include action steps and initiatives aligned to YPS Strategic Plan: Goal II: Professional Development and Goal III: 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>All Classrooms will begin year with having teachers assess what type of learning each student is. Educationplanner.org for example have learner self-assessments for older students.</p>	<p>September 2023</p>	<p>Providing developmentally appropriate inventories, surveys etc. Implementation in all classrooms</p>	<p>Time to gather data on student learning styles</p>	<p>Additional resources to meet with teachers for more prolonged periods of time</p>
<p>All Pupil Support Meetings will have a Multi-Tiered System of supports planning using PRIM book strategies only</p>	<p>October 2023- June 2024</p>	<p>Access to PRIM</p>		
<p>All students will have a Personal Inventory of Learning Style and Work File that will demonstrate individual learning is addressed through PDSA Cycles.</p>	<p>September 2023-June 2024</p>	<p>Teachers input and selection of work that demonstrates student learning progressions.</p>	<p>Congruence Meetings will focus on discussing student needs</p>	<p>Meeting times</p>
<p>MSK and MBK Participation for Middle School Students</p>	<p>September thru June 2024</p>	<p>Providing times for Liaisons to be able to hold MSK and MBK Meetings</p>	<p>Student continued engagement in both initiatives</p>	<p>Scheduling</p>
<p>Intentional Scheduling for title I and Title III Teachers</p>	<p>Sept 2023 – June 2024</p>	<p>Reviewing data and grouping as well as selecting students for additional support</p>	<p>MAP Scores demonstrating student progressions</p>	<p>Scheduling and Support Staff meeting times</p>

Commitment 2

SWD students will receive iReady math instruction tailored to their needs as well as implement new UNIQUE strategies.	Sept 2023 – June 2024	New curriculum which is scaffolded for students on the spectrum.	Thinking Maps and incorporate exit tickets to monitor student progress.	
Institute Reading across the Curriculum-Increase student engagement through culturally responsive literacy based	Sept 2023 – June 2024	Develop common SEL Theme/Intentionally selected texts	Project Based Learning on selected text.	Purchase the selected books by grade level.

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 <u>SUPPORTIVE ENVIRONMENT</u> in the 5Essentials Survey	2022-2023 or 2021-2022 response	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey			
Staff Survey			
Family Survey			

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.
Use a SMART Goal

Commitment 2



COMMITMENT 3

Our Commitment

Aligned to YPS Strategic Plan Goal III: Community-Wide Engagement

Develop family and community partnerships through active engagement, participation and communication to support stronger and meaningful connections.

<p>What is one commitment we will promote for 2023-24?</p>	<p>We commit to deepening connections among Students, Staff, and the Community</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this commitment fit into the school's vision? <u>(Envision Activity)</u> • Why did this emerge as something to commit to? <u>(All Analyze Activities)</u> • In what ways is this commitment influenced by the <u>Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</u> • How are you incorporating <u>equity</u> and <u>inclusion</u> into this commitment? 	<p>Post Pandemic - students reported that since returning to school, they have had difficulty making connections While we were able to fully resume extracurricular clubs and activities, many students reported that the school did not offer activities that matched their interests.</p> <p>When reviewing student survey data, we noticed that students do not feel as if they have a say in the learning that occurs in classrooms particularly in Middle school classrooms. From here, the idea of service learning, which also came up in Student interviews, emerged. A driving value behind our Micro Program has been our collective belief that we have a shared responsibility for providing our children with the skills necessary to lead healthy lives and be citizens in their community.</p> <p>While we have made efforts to rebuild connections that were lost during the pandemic, we believe that we need to continue to prioritize restoring and developing connections both within our school and within our community to strengthen the beliefs</p>

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>Must include action steps and initiatives aligned to: Goal II: Professional Development and Goal III: 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>		What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Learning Surveys and Check in Protocols will be used in weekly instruction.	Sept 2023- June 2024	Creating space and opportunities with staff to implement	Personalized learning plans for students	Time to create and plan
DEI Committee attended multiple presentations with Sharokie Holley to turn key back to staff.	Sept-June 2024	Providing opportunities for staff to participate	Implementation of strategies learned	Opportunities for staff to attend
Creation of Micro Enrichment Clubs Friday Afternoons for all Middle School students.	Sept-June 2024	Planning in June 2023 to set up enrichment clubs		
Student SEL Check Ins will be conducted weekly on Fridays to ensure students are feeling connected and engaged.	Sept 2023- June 2024	Implement uniform protocol for all classes to engage in practice		
Begin the year with each class engaging in a bonding activity such as game day, movie event, field trip	Sept 2023- June 2024	Planning and opportunities for local trips and activities		
Increased emphasis on cooperative learning and groupwork through project-based learning	Sept 2023- June 2024	Staff training on Student SEL needs and PBL/ Cooperative Learning	Teachers meet weekly as a department to discuss curriculum and	Weekly Congruence Meetings

Commitment 3

opportunities for cooperative learning.

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 INVOLVED FAMILIES in the 5Essentials Survey	2022-2023 or 2021-2022 response	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	The school offers after school activities for people like me. I feel like my teacher knows the real me. I can really be myself at this school. Kids like me can help make the community a better place. Teachers at this school are interested in my ideas.		85% agree or strongly agree 90% agree or strongly agree
Staff Survey	The school makes sure all students can experience success. This school values the work I do to support students bey		
Family Survey	My child feels connected to this school. The staff at this school care about my child.		

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-24 school year.

Use a SMART Goal

Commitment 3



COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment Our Commitment

Aligned to YPS Strategic Plan Goal IV: Absenteeism

Develop family and community partnerships through active engagement, participation and communication to support stronger and meaningful connections.

<p>What is one commitment we will promote for 2023-24?</p>	<p>The school is committed to improving attendance of all students with particular emphasis on Pre-K, K and Grade 1 and improving Middle school students' tardiness.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision? (Envision Activity)</i> • <i>Why did this emerge as something to commit to? (All Analyze Activities)</i> • <i>In what ways is this commitment influenced by the Equity Self-Reflection? Tenet 1: Systems and Structures Inventory? Student Interviews?</i> • <i>How are you incorporating equity and inclusion into this commitment?</i> 	<p>This commitment fits into the school vision because we know students must be present to learn. Pre-K and Kindergarten set the foundation for learning.</p> <p>This emerged as something to commit to because Pre-K and K had the most absences this school year. Attendance overall took a dip and parent training and support is needed to ensure students are present daily for instruction.</p> <p>This was influenced by surveys because teachers shared that instruction is scaffolded and absences affect learning. Students shared that after being absent they often feel lost components of learning.</p> <p>We will incorporate equity and inclusion by providing all stakeholders with information on strategies to address chronic absenteeism and through sharing of resources for all grade levels.</p>

Commitment 4

Key Strategies and Resources

STRATEGY	TIMEFRAME	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>Must include action steps and initiatives aligned to: <u>Goal II:</u> Professional Development and <u>Goal III:</u> Data-Driven Culture in the YPS Strategic Plan.</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>Parent Workshops will be centered around understanding and addressing chronic absenteeism</p>	<p>Sept 2023-June 2024</p>	<p>Planning parent workshops throughout the year</p>	<p>Improvement in absenteeism rates</p>	<p>Time and scheduling</p>
<p>Incorporate protocol for teacher reporting of students with chronic absenteeism</p>	<p>Sept 2023-June 2024</p>	<p>Creation of Protocol and Guidelines for implementation</p>	<p>Improvement in absenteeism rates</p>	<p>Working with Counselors and support staff to plan for addressing issue</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	2022-2023 or 2021-2022 response	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey			
Staff Survey			
Family Survey			

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

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
Elda Perez-Mejia	Administrator
Kim O'Connell	Administrator
Rose Johnson	Teacher/Admin Intern
Kelly Ficarrota	Teacher
Laura Mendoza	Teacher
Michael Mezzancello	Teacher
Elaine Vitale	Teacher
Natalie Noda-Mirabile	Teacher
Maria Randazzo-Bruno	Teacher/YFT rep
Fernanda Diaz	CSEA
Dulani Turner	CSEA
Lissolett Holguin	Parent/Parent Figure
Sophia Canas	Parent/Parent Figure
Brianna Powell	Student (7-12)
Sebastian Luna	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: Exploring Our Vision, Values, and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Tenet 1 Systems and Structures Inventory	Equity Self- Reflection	Listen: Interviewing Students	Writing the Plan
<i>Example: 4/6/23</i>			x	x			
4/13/2023			X	X		X	
4/14/2023						X	
4/19/2023	X		X	X	X		
4/19/2023	X	X	X	x	X	X	
4/26/2023			X	X			X
5/17/2023		X		X			X
5/24/2023		X		x			X
6/7/2023							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 interviews were held with 2 different groups of Grades 6-8 students and selected grade 45 Students. Students were asked to reflect on questions asked in survey and share their knowledge of how learning happens. Norms were established that this was a free speaking meeting and no specific teachers needed to be mentioned but we needed their honesty on how learning worked best for them so we could plan to improve instruction for them moving forth. Students were surprisingly candid about sharing their thoughts and feelings.

Parent/Parent Figure Input

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

Parents were invited to CEP writing and planning meetings. Norms were again established after an explanation of why their input was valuable and helped us plan. Parents were surprisingly willing to voice their thoughts and demonstrated appreciation for being included. Their suggestions were valued and considered when planning and writing the CEP.

Equity Self-Reflection

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

As a group we reflected on self-equity questions. This led to suggestions of activities and protocols to help guide how we could implement the plan without added teacher burden by providing resources and support to implement new protocols/. Teachers felt that when given the support it was easier for them to implement requested changes.

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.