



School Comprehensive Education Plan 2024-25

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

Collaboratively Developed By:

The Barack Obama School for Social Justice SCEP Development Team

Mr. Andrew Hara, Ms. Kerri Romanino, Mr. Julius Figueroa, Ms. Alicia Green, Ms. Ingrid Sutherland, Ms. Dina Minjares, Ms. Jessica Ford, Dr. Rachel Pagano, Mr. Zak Stelzner, Ms. Janine Cipollone, Mr. Ismael Rivera, Ms. Daisy Alcivar, Ms. Saba Murillo, Ms. Briana Giron, Ms. Alicia Boney, Ms. Katrina Springer, Ms. Martha Bravo

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

Commitment 1

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to reducing chronic absenteeism and improving attendance across all grade levels 7-12 in our school community.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>We are making this commitment because the chronic absenteeism and 23-24 attendance rate for Middle School was 87.7% and chronic absenteeism 47.4%. For the High School, attendance was 85.09% with a chronic absenteeism rate of 52.26%.</p> <p>We envision our school to be an environment in which students attend school more regularly.</p> <p>We have observed through work by the School Counselors, grade teams, and the individual teachers that the use of inquiry groups, mentoring and incentives has proven to lead to better attendance outcomes for students.</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 EXISTING EFFORTS?	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> <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>
Grade Team meetings with School Counselors	<input checked="" type="checkbox"/> EXPAND <input type="checkbox"/>	Due to the increase in chronic absenteeism this school year, all stakeholders must be involved in the attendance initiative.
Student Inquiry Group	<input type="checkbox"/> <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/>	The inquiry group and mentoring has shown improvement in the past and within studies.
Attendance Committee	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> <input type="checkbox"/>	This will ensure constant analysis of the data to recognize patterns and the need for change in responsive techniques/interventions.

Commitment 1

Implementation

KEY STRATEGY 1 Grade Team Meetings with School Counselors	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
During Grade Team Meetings, the grade-level school counselors and teachers will analyze the attendance data per grade level monthly.	Once a month during the week in a class period

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Common planning time, Communication, Space, Individuals

KEY STRATEGY 2 Identify Inquiry Groups	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	When will this be in place?
During Grade Team meetings, the grade team will analyze the data and identify the 20 most chronically absent students, and each student will be paired with a teacher to be mentored by them weekly.	The first week of October
	<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?	
Common planning Time, Communication, Space, Individuals, Data	

KEY STRATEGY 3 Attendance Committee	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	When will this be in place?
One delegate from each grade team will be part of an Attendance Committee that will meet to discuss strategies and data of the inquiry groups and report back to grade teams and school counselors.	By October, the delegate will be selected. By the week of October 14, the first attendance committee meeting will take place and they meet monthly
Highlight students improving attendance and students with perfect attendance by grade level by allowing them time in the Peace Bus monthly.	Starting October 1, the Peace bus will be scheduled monthly based on data

Commitment 1

RESOURCES

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

Common Planning Time, Communication, Space, Individuals

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>)
Grade Team Meetings with school counselors	Grade Level Attendance data for first two months of school (September and October)	We hope the data will show 90% attendance for all students (at least per grade level) and less than 30% chronic absenteeism for the month of September.	
Identify Inquiry Groups and put interventions in place	Reviewing students with the highest chronic absenteeism within the first month	We hope to see an improvement in the inquiry group's attendance rate and a decrease in chronic absenteeism due to interventions put in place by the grade team and school counselor by the end of October.	
Attendance committee	Data of the inquiry groups and assessment of intervention plans. Interim progress reports of inquiry group students	We hope to see that the strategies and interventions for the inquiry group are effective in reducing chronic absenteeism and absences. We also hope to see zero comments related to absences on the interim progress reports for Quarter one for the inquiry group students by grade level.	

Commitment 1

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)	<ul style="list-style-type: none"> PowerSchool Attendance data M2 Report Cards of inquiry group students Attendance Committee reports 	<p>We hope to see that between September and December the attendance rate for High School and Middle School is at least 90%. We hope to see Chronic absenteeism 30% or less.</p> <p>We hope to see passing grades for students on the M2 Report cards.</p> <p>We hope to see students' attendance in the inquiry groups improving and a decrease in the number of students per grade level in the inquiry group due to improvement.</p>	
End-of-the Year Targets	<ul style="list-style-type: none"> PowerSchool Attendance data Final Report Cards of inquiry group students Attendance Committee reports 	<p>We hope to see that the attendance rate remained stable at 90% between January and June.</p> <p>We hope to see that the interventions put in place for the inquiry group students were successful based on report card, attendance and self-reported data.</p>	

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)</i>

Commitment 1

				<i>results are available)</i>
Student Survey	Panorama Survey data: How connected do you feel to adults at your school?	22% favorable	40% favorable	
Staff Survey	Panorama Survey data: How often do you meet in person with the families of your students?	9% favorable	25% favorable	
Family Survey	Panorama Survey data: To what extent do you think that children enjoy going to your child's school?	43% favorable	55% favorable	

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to improving educational outcomes in all content areas through student-centered interactive learning experiences.
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <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>As reported in the student interviews from April 2024, students expressed in their student interviews that they learn best in classrooms where they can complete hands-on interactive experiences that extend beyond the classroom environment.</p> <p>Students expressed the need to interact with their peers during the lesson.</p> <p>Students indicated their belief that learning needs to include more opportunities for critical thinking and student-centered learning. Students want more student voice in lessons.</p> <p>Students expressed in the May 2024 middle school student surveys that environment and access to relevant learning tools affects their assessment scores.</p> <p>The NWEA MAP data showed an improvement between fall and winter in at least 1/3 of the students. However, according to the winter MAP data, 29% of students are on grade level for reading and 11% are on grade level for math.</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 EXISTING EFFORTS?	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> <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>
Strategic Student Grouping	<input type="checkbox"/> NEW	In the April 2024 student interviews, the students expressed they would like more engaging lessons so they can have more opportunities to interact with each other and their teacher.

Commitment 2

		In the May 2024 Middle School survey data, the ENL students expressed that they need sheltered instruction in preparation for the exam
Differentiated Instruction	<input type="checkbox"/> EXPAND <input type="checkbox"/>	<p>In the April 2024 student interviews, the students expressed that they would like more of a variety of educational platforms.</p> <p>In the Middle School survey data students requested targeted skills training in preparation for the Math and ELA state exam. This would require the teacher to differentiate the instruction for exam preparation by creating targeted assignments/activities based on the student's skill level.</p>
Feedback and Reflection	<input type="checkbox"/> NEW	Classroom Observation Evaluation data reveals that many teachers are not creating opportunities in their lesson planning for students to engage in student-to-student discussion.

Implementation

KEY STRATEGY 1 Strategic Grouping	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
Inform teachers in the beginning of the school year that Administrators are looking for strategic grouping based on data collected from students.	September 3 and September 4
Create needs assessment of teachers based on their understanding of strategic grouping.	September 9- first faculty meeting
Create Professional Development opportunities based on the needs assessment of staff.	<input type="checkbox"/> By Monday October 15, the PD calendar will be distributed to teachers
Based on the Cycle One Evaluations of teachers, best practices are highlighted, and inter-visitation schedules are created and offered.	By December 20, an intervisitation is created and distributed
Common planning is structured to include best practices	<input type="checkbox"/> By October 1, Best practices will be integrated into GTM
RESOURCES	
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?	
Money, Facilitators (people to turnkey best practices), Master schedule to include Common planning time	

Commitment 2

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KEY STRATEGY 2 Differentiated Instruction	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Teachers give diagnostic exams, to find out the best individualized learning plan for each student in the class and gauge the skill and content level of their students.	When will this be in place? By September 21, Diagnostic exams are administered
Teachers create initial learning plans, based on mastery of skills assessment (pre-test/diagnostic).	By September 30, learning plans are created
Teachers will implement various formative assessments throughout their daily lessons to inform their differentiated instruction.	Daily/ weekly

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Money, iReady Platform, MAP Diagnostic, APPR Pre-tests, Clever applications, Schoology

KEY STRATEGY 3 Teacher Feedback and Reflection	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	
Introduce and explain the Classroom Observation Walkthrough Tool for student-to-student discussion in the first two days of Professional Development on September 3-4. This ensures teachers understand the expectations.	When will this be in place? <input type="checkbox"/> September 3 & 4
Implement Professional Development for teachers on how to execute actionable feedback and reflection loops for students.	By Monday October 15, The PD calendar will be distributed to teachers

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

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>)
Strategic Grouping	Data from teacher reported survey	We hope to see that there will be teachers who have mastered what strategic grouping is and they can turnkey it into PD for their colleagues.	
Differentiated Instruction	Results of teacher generated diagnostic exams (Math-IReady)	We hope to see that the results reveal student learning patterns that facilitate creating individualized learning plans for students.	
Teacher feedback and reflection	Data of first round of walkthroughs for teachers	During Cycle One Walkthroughs, Administrators will use the Walkthrough tool and note the presence of various indicators.	

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)	Fall and Winter NWEA MAP	Based on the instructional improvements, we hope to see that 50% of the seventh and eighth students will have a growth of at least 3 points for NWEA Winter MAP exam for Math and Reading. The growth would be measured between the Fall NWEA MAP given at the end of September and Winter NWEA MAP given in January.	

Commitment 2

End-of-the Year Targets	Winter and Spring NWEA MAP	Based on the instructional improvements, we hope to see that 50% of the seventh and eighth students will have a growth of at least 5 points for NWEA Spring MAP exam for Math and Reading. The growth would be measured between the Fall NWEA MAP given at the end of September and Spring NWEA MAP given in May.	
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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	April 2024 Student Interviews What are the things that we could do to help students feel better about school?	Students self-reported in the interviews that they would like more engaging lessons that allow them to interact with their peers; 50% of the students discussed a lack of engagement.	In the same question, a lower percentage of students self-reporting a lack of classroom engagement.	
Staff Survey	Panorama Survey data: How often do you see students helping each other without being prompted?	22% favorable	35% favorable	
Family Survey	Panorama Survey data: How motivating are the classroom lessons at your child's school?	38% favorable	45% favorable	

COMMITMENT 3

Our Commitment

What is one Commitment we will promote for 2024-25?	We commit to an increased sense of school cohesion and unity through practices that embody the core values and social justice of our school community
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>The Barack Obama School for Social Justice instills the core values of our school. The school's core values are respect, advocacy, integrity, community, equity, and scholarship.</p> <p>Our vision is that all students have access to these core values in the programs and opportunities we offer them.</p> <p>This commitment aligns to the Yonkers Public Schools 3-Year Strategic Plan for 2022-2025. The three-year strategic plan targets and focuses on the areas of student achievement, professional development, data-driven instruction, supports students' needs and stakeholder and community involvement and engagement.</p> <p>The mid-year student interviews identified a need for continued student engagement in the community and building a positive school environment.</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 EXISTING EFFORTS?	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> <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>
Coordinate and expand school based and after school programs that support school cohesion and community	<input type="checkbox"/> <input checked="" type="checkbox"/> EXPAND	Although there were more after school clubs and programs, attendance was low in some clubs and decreased as the year progressed.
Community based organizations and partnerships	<input checked="" type="checkbox"/> EXPAND	Students expressed in their student interviews the need for more community-based partnerships and involvement.

Commitment 3

Field trips	<input checked="" type="checkbox"/> EXPAND	There were seven field trips this school year which students attended to various colleges and universities. We would like to expand it to ten field trips.
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Implementation

KEY STRATEGY 1 After School Programs	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 1? What steps are involved?	
Identify staff members that would like to run a club for the school year and hold a Club Fair for students in the cafeteria to motivate them to join the club in September.	Recruitment and Club Fair will take place by September 30
Identify male students for the MBK chapter and arrange monthly MBK events in which students are committing to the MBK Pillars.	<input type="checkbox"/> By October 1
Identify female students for the MSK Chapter and arrange monthly MSK meetings	<input type="checkbox"/> By October 1

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

KEY STRATEGY 2 Community Based Organizations and partnerships	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 2? What steps are involved?	
Identify staff members that would like to take on these initiatives to reach out to community leaders for opportunities	<input type="checkbox"/> By September 30
Identify students who like to engage in community partnerships and community service	<input type="checkbox"/> By October 15
Each staff advisor will track the community events and organize with partnership	On a monthly basis-via timesheets and student attendance
Organize Fall and Spring Wellness fair	<input type="checkbox"/> Fall-October Spring- March

RESOURCES
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Money, scheduling, individuals, culminating events

KEY STRATEGY 3 Field Trips	
IMPLEMENTATION	
What is our plan for implementing Key Strategy 3? What steps are involved?	

Commitment 3

Identify staff members to organize field trips and identify colleges and universities that are willing to take tours.	<input type="checkbox"/> By September 15
Proposals are put in place to the district for trips to take place.	By December 1
Students are identified with 90% attendance or better to go on the trips.	<input type="checkbox"/> Monthly basis
Students are cleared through parental permission and medical clearance.	Monthly basis-as trips occur

RESOURCES

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

Time, Money, Schedule, Transportation, Communication

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>)
After School Programs	The data we will be reviewing is the attendance in the After-School Clubs	We hope to see at least 10 students per club showing up weekly after the Club Fair in September-October.	
Community partnerships and organizations	The data we will be reviewing is the amount of community partners involved with our school	We hope to see an increase in community partnerships and organizations within the first two months of school. We hope to see a Fall Health and Wellness Fair organized. We hope to see a Her Honor trip organized for September.	
Field Trips	The data we will be reviewing is the number of organized and scheduled trips for the first two months.	We hope to see at least one trip organized for October. We hope to see many students (due to 90% attendance or above) identified for the trip.	

Commitment 3

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)	Student attendance and participation in school wide events and after school activities	We hope to see consistent attendance in school wide events and after school activities.	
End-of-the Year Targets	Culminating events for each after school club and community partnerships	We hope to see a culminating event for each after school club and partnership.	

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	Panorama Survey data: Overall, how much do you feel like you belong at your school?	33% favorable	40% favorable	
Staff Survey	Panorama Survey data: How supportive are students in their interactions with each other?	18% favorable	25% favorable	
Family Survey	Panorama Survey data: How well do the activities offered at your child's school match his or her interest?	38% favorable	50% favorable	

Civic Empowerment Project (schools in CSI only)

Background

As part of the New York State Every Student Succeeds Act Plan (ESSA) and Commissioner's Regulation 100.21, all schools identified for Comprehensive Support and Improvement (CSI) Support Model are required to annually implement a Participatory Budgeting Process or provide opportunities for parent and student engagement in a manner prescribed by the Commissioner.

Options for Schools

The Department has outlined six ways in which schools may address the requirement for schools in the CSI Support Model to implement Participatory Budgeting or an Approved Alternative:

1. Participatory Budgeting
2. Monthly School Focus Groups
3. Climate Survey Inquiry Team
4. Schoolwide Voting
5. Collaborative School Improvement Grant Development
6. Design Your Own

These options were identified because they build on essential components of Participatory Budgeting: ***expanding stakeholder voice, providing opportunities to practice democracy, and promoting civic engagement.***

The available options are described in more detail in the guidebooks available on the NYSED [Civic Empowerment Projects](#) website. Schools should consider how to incorporate their selection into their existing commitments.

Directions (Schools in CSI only)

Place an "X" in the box next to the Civic Empowerment Project the SCEP Development Team has selected for the 2024-25 school year.

- ☐ Participatory Budgeting
- ☐ Monthly School Focus Groups
- ☐ Climate Survey Inquiry Team
- ☐ Schoolwide Voting
- ☒ Collaborative School Improvement Grant Development
- ☐ Design Your Own (proposals should be sent to FieldSupport@nysed.gov)

Our Team's Process

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: <https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
<i>Example: Mary James</i>	<i>ELL Teacher</i>	3/5	3/12	3/19		4/10, 4/11	4/17	5/2 5/9 5/16
Andrew Hara	Principal	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11
Kerri Romanino	Assistant Principal	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11
Julius Figueroa	Assistant Principal					3/12		
Alicia Green	Assistant Principal					3/12		
Ingrid Sutherland	Librarian	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5,	5/14	4/30, 5/14, 5/30,

Our Team's Process

						3/12, 4/30		6/4, 6/11
Dina Minjares	English Teacher	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11
Jessica Ford	Science Teacher	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11
Dr. Rachel Pagano	English Teacher	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11
Zack Stelzner	Special Education Teacher	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11
Janine Cipollone	School Psychologist					3/12		
Ismael Rivera	School Counselor					3/12		
Daisy Alcivar	School Counselor					3/12		
Saba Murillo	School Counselor					3/12		
Briana Giron	Clerk					3/12		
Alicia Boney	School Aide/School Parent	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11
Katrina Springer	School Parent	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11
Martha Bravo	School Parent	2/27	2/27, 3/5, 4/2	3/12	4/16, 4/30, 5/7	2/27, 3/5, 3/12, 4/30	5/14	4/30, 5/14, 5/30, 6/4, 6/11

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

We conducted school-wide interviews in April 2024 and specific middle school interviews about testing in May 2024. The data gathered shaped our selection of Commitments and the direction of the aligned Key Strategies.

Schools in the ATSI and TSI model only

Subgroup Spotlight

Describe how the team has determined that the strategies in this plan are likely to result in improved subgroup performance for the subgroup(s) for which the school has been identified.

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEP rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEP Team Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

Schools in the ATSI model and TSI Model

When the SCEP team is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEP rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.