

Building: Duzine Mid-Year Equity Report 2.19.25

Priority 1: Climate and Culture -

Part A:

The Duzine Equity Team is just beginning the process of analyzing the survey responses directly related to our building. Our plan is to review the data in order to develop a climate and culture goal. Without the student data, it is a challenge to determine equity goals that are specific to the students based on data. However, our Restorative Leadership Team has been working on developing goals to improve the overall climate with staff and then determine how we can begin to gather informal data about how students feel about the climate and culture.

Part B: The Duzine community has recently added an additional special with neurodiverse students. Another class will be added next year. Although there are neurodiverse students in many grades and classes throughout Duzine, the recent addition has created a change in the school community for students and adults. The Duzine Equity Team has been working toward improving the climate so that all students feel safe and supported (and welcomed).

What data did (will) you use?	What are your building's strengths and areas of growth ?	What potential barriers might arise while the building works towards this goal?	Based on your areas of growth, what opportunities for growth , or goal(s), does your building have?	What support is needed to achieve the goal(s)?	What steps will your building take to meet this goal?
<input type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture Survey <input type="checkbox"/> Discipline Data <input type="checkbox"/> Report Card Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: <input checked="" type="checkbox"/> Neurodiversity Survey for Staff _____ _____	<p>Strengths: Part A: Strong staff that are willing to share their thoughts and feelings to provide good survey data and feedback.</p> <p>Part B: At first glance, staff and students seem welcoming to others</p>	<p>Part A: No data from students to get their feedback on the climate and culture.</p> <p>Part B: Equity team staying on task with the current goal and not getting sidetracked</p>	<p>SMART Goal(s) Part A: To create a welcoming environment where all students and staff at Duzine feel safe and supported.</p> <p>Part B: 100% of staff at Duzine will complete professional development</p>	<p>Part A: -Time for open dialogue -Restorative circle training -Restorative circles to address concerns, problems when they arise</p> <p>Part B: Professional development Age appropriate</p>	<p>Part A: Team building activities to get to know others better and foster communication.</p> <p>Part B: -Created staff survey on Neurodiversity.</p>

<p>Areas for Growth: Part A: Learning how to accept change. Adjust to new expectations with more open mindedness</p> <p>Part B: More open mindedness needed. Accepting change.</p>	<p>by other competing equity concerns. (We can only do so much at one time.)</p>	<p>focused on understanding and supporting neurodiverse students.</p> <p>100% of the students at Duzine will participate in age appropriate activities that promote acceptance and understanding of neurodiversity, with an increase in positive peer interactions and decreased incidents of fear or confusion during peer crisis.</p>	<p>resources and materials for students (books, activities, etc.)</p>	<p>Distribute staff survey. Review survey results to help guide training needs. Develop a neurodiversity repository for staff support and student activities.</p>
<p>Priority 2: Student Engagement & Agency</p>				
<p><input type="checkbox"/> Attendance Data <input type="checkbox"/> Climate/Culture Survey <input type="checkbox"/> Report Card Data <input type="checkbox"/> Discipline Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP Other:</p>	<p>Strengths:</p> <p>Areas for Growth:</p>			

<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Priority 3: Forging Partnerships: Chronic Absenteeism					
<input checked="" type="checkbox"/> Attendance Data <input type="checkbox"/> Climate/Culture Survey <input type="checkbox"/> Discipline Data <input type="checkbox"/> Report Card Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>Strengths: Methods to communicate with families have improved. Monitoring of absences is more systematic.</p> <p>Growth: Develop stronger protocols when chronic absenteeism is identified. Develop clear roles from all stakeholders... Main office, classroom teachers, families, administration, social workers, nurse, psychologists, etc.</p>	<p>Absences at this age can be directly connected to parent/family actions, issues, etc. where students themselves have no control over absence.</p> <p>Some families minimize the importance of school attendance at this age.</p>	<p>SMART Goal(s) 100% of chronically absent students and their families will be available to develop a plan to drastically improve their child's attendance.</p>	<p>Meeting schedule Attendance improvement plans Support for families, in and out of school, that may help with other barriers to coming to school.</p>	<p>Use the Case Management meetings and classroom teacher input to review students that may become or are already chronically absent.</p>

Priority 4: Leading for Equity			
<input type="checkbox"/> Attendance Data <input type="checkbox"/> Climate/Culture	<p>Strengths: Growth:</p>	<p>SMART Goal(s)</p>	

<p>e Survey</p> <p><input type="checkbox"/> Discipline Data</p> <p><input type="checkbox"/> Report Card Data</p> <p><input type="checkbox"/> STAR Data</p> <p><input type="checkbox"/> 3-8 State Data</p> <p><input type="checkbox"/> Regents/AP</p> <p><input type="checkbox"/> Other: _____</p>					
--	--	--	--	--	--

Building: Lenape Mid - Year Report

Priority 1: Climate and Culture

What data did you use?	What are your building's strengths and areas of growth ?	What potential barriers might arise while the building works towards this goal?	Based on your areas of growth, what opportunities for growth , or goal(s), does your building have?	What support is needed to achieve the goal(s)?	What steps will your building take to meet this goal?
<input type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture Survey <input type="checkbox"/> Discipline Data <input type="checkbox"/> Report Card Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Strengths: Students feel safe and wanted in school. Areas for Growth: Education about Bullying Analyze the answers to see if there is a correlation between student self-identification and the results.	Time	SMART Goal(s): 100% of the school population will be educated on the meaning of the word bully, how to intervene and who to report the incident to at school by April.	Clear age appropriate DASA/ Bully presentation. Continued PD on the topic for staff.	Create time to give teachers time to discuss with students Look at Climate Survey through alternative lens To share with monitors

Priority 2: Student Engagement & Agency

<input type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture Survey <input type="checkbox"/> Report Card Data <input type="checkbox"/> Discipline Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: _____	Strengths: Classes and lessons are considered inclusive according to the District Climate Survey. Areas for Growth: Continued education focused on culture and respecting differences. The	Resources	SMART Goal(s) 100% of the teaching staff will be given supply money to order Culturally Responsive books for the classroom library.	Teacher resources \$	Research and share resources like Learning for Justice. Share resources each month on Cultural topics with staff to share in classroom meetings. Allow time to submit
--	---	-----------	--	-------------------------	---

<input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>need for updated/ new resources.</p>					
<p>Priority 3: Forging Partnerships</p>						
<input checked="" type="checkbox"/> Attendance Data <input type="checkbox"/> Climate/Culture Survey <input type="checkbox"/> Discipline Data <input type="checkbox"/> Report Card Data <input checked="" type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: _____ <input type="checkbox"/> _____	<p>Strengths: A decrease in chronic absenteeism. Communication has increased over time.</p> <p>Growth: Continue to create partnerships with families struggling to have children attend school consistently.</p>	<p>Getting in touch with families and students</p> <p>Families not being receptive</p>	<p>SMART Goal(s)</p> <p>100% of chronically absent students and their families will meet to discuss a plan to ensure consistent attendance.</p>	<p>People to ensure meetings are scheduled.</p>	<p>Regular review of chronically absent students</p>	
<p>Priority 4: Leading for Equity</p>						
<input type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture Survey <input checked="" type="checkbox"/> Discipline Data <input type="checkbox"/> Report Card Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: _____ <input type="checkbox"/> _____	<p>Strengths: Students report that students are treated fairly.</p> <p>Growth: Share Equity Plan/ goals with student group to glean insight.</p> <p>How to positively impact discipline on the bus and at recess.</p>		<p>SMART Goal(s)</p> <p>The student group will be presented the climate survey as well as the Equity Plan by the end of February.</p> <p>The discipline results will be shared and discussed with the Equity Team and with the student group to plan for areas of concern.</p>	<p>Meeting time</p>	<p>Set up monthly meetings with student support group.</p> <p>Provide Restorative Practice starters for staff and bus drivers.</p>	

Building: New Paltz Middle School

Priority 1: Climate and Culture

What data did you use?	What are your building's strengths and areas of growth ?	What potential barriers might arise while the building works towards this goal?	Based on your areas of growth, what opportunities for growth , or goal(s), does your building have?	What support is needed to achieve the goal(s)?	What steps will your building take to meet this goal?
<input type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture Survey <input type="checkbox"/> Discipline Data <input type="checkbox"/> Report Card Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<p>Strengths:</p> <ul style="list-style-type: none"> -Positive responses (overall) toward belonging and faculty -Overall positive responses to diverse backgrounds -Know how to report bullying -Opportunities to take challenging courses & get help for hw <p>Areas for Growth:</p> <ul style="list-style-type: none"> -Reports that bullying happens -Student ability to balance school & extracurriculars -Relevance of curriculum to students' life 	<p>Currently, we are not sure how faculty, staff and students define bullying. As a result, there is the potential that different definitions lead to confusion, and possibly negatively impact relationships if students believe their perspective/experiences being invalidated.</p>	<p>SMART Goal(s)</p> <p>The Middle School will engage in a review of its anti-bullying education. What do we currently teach? What is the current level of staff and student knowledge of what "bullying" means? Are the current channels for reporting incidents of bullying sufficient?</p> <p>The MS will explore communication channels between teachers on common grade teams to share HW and assessment plans.</p>		<p>Meeting with case management members and the health teacher to discuss the current curriculum.</p> <p>Focus groups to gain an understanding of how students and staff define "bullying."</p> <p>After a needs assessment, determine what additional bullying education might be helpful for the 2025-2026 school year</p>

Priority 2: Student Engagement & Agency

- Attendance Data
- Climate/Culture Survey
- Report Card Data
- Discipline Data
- STAR Data
- 3-8 State Data
- Regents/AP
- Other: _____
- Student and Faculty feedback on definitions of student agency and student engagement
- _____

Strengths:
Faculty identify the fundamental components of student agency and engagement and can agree on many common examples of them.

Areas for Growth:
What student agency looks like specifically in the classroom varies.

SMART Goal(s)
The Middle School will develop common definitions for student engagement and student agency. We will survey students to identify what engagement and agency looks like for them.
TBD

TBD

Building: High School

Priority 1: Climate and Culture

What data did you use?	What are your building's strengths and areas of growth ?	What potential barriers might arise while the building works towards this goal?	Based on your areas of growth, what opportunities for growth , or goal(s), does your building have?	What support is needed to achieve the goal(s)?	What steps will your building take to meet this goal?
<input type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture Survey <input checked="" type="checkbox"/> Discipline Data <input type="checkbox"/> Report Card Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: _____	<p>Strengths: Courses Students feel safe Students feel like they belong</p> <p>Areas for Growth: Social Media Prevention and Education of Substance use</p>	<p>Students may have already been exposed to poor use of social media and substances.</p>	<p>SMART Goal(s) Implementation of Screenagers program with students and parents throughout the school year.</p> <p>Push-in interactive presentations in classes by Social Workers etc... 4th Quarter</p>	<p>Educate/Share out information to the appropriate audiences. Time to plan presentations.</p>	<p>We have had parent night and staff professional development with the Screenagers program.</p> <p>We will continue to find opportunities to implement the program and seek out other helpful resources.</p>

Priority 2: Student Engagement & Agency

<input checked="" type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture Survey <input checked="" type="checkbox"/> Report Card Data <input type="checkbox"/> Discipline Data	<p>Strengths: Students appreciate a variety of courses</p> <p>Areas for Growth: Students</p>	<p>Scheduling Consistency</p>	<p>SMART Goal(s) We will research a program that can be implemented in all of the content areas for the upcoming school year to</p>	<p>Shared Calendar by grades (how?)</p>	<p>Administrators will work with departments to schedule time throughout the school year.</p>
---	--	-------------------------------	--	---	---

<input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input checked="" type="checkbox"/> Regents/AP Other: _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	expressed the need for help with time management. Attention to student learning needs (IEPS/504s) to make curricular choices/plans.		address students' time management needs. Build in time for teachers to work on grade level teams to discuss homework/projects/ and assessment schedules.	
Priority 3: Forging Partnerships				
<input checked="" type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture Survey <input checked="" type="checkbox"/> Discipline Data <input checked="" type="checkbox"/> Report Card Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP Other: _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	Strengths: Students feel like they belong and are respected. Growth: Attention to Students' Mental Health needs Follow up on survey data collected	Access to school and community resources or reluctance to access resources.	SMART Goal(s) Ensure students have an understanding of the resources available in school and the community to address mental health needs. By Mid March, Create a short informational which include priority areas and goals (email, NPZ, slides).	Working with Student Government and PPS to plan Wellness Days Faculty Meeting to go over the priorities (March)?
Priority 4: Leading for Equity				
<input type="checkbox"/> Attendance Data <input checked="" type="checkbox"/> Climate/Culture	Strengths: We have created a group representative of	Not many barriers.	SMART Goal(s) During the Third Quarter, Visit	Scheduling meeting times. Continue sharing information and involving more of our school

<p> <input type="checkbox"/> e Survey <input type="checkbox"/> Discipline Data <input type="checkbox"/> Report Card <input type="checkbox"/> Data <input type="checkbox"/> STAR Data <input type="checkbox"/> 3-8 State Data <input type="checkbox"/> Regents/AP <input type="checkbox"/> Other: _____ <input type="checkbox"/> _____ </p>	<p> various constituencies. Growth: Involving more of the school community. </p>		<p> student clubs and classes to reach out to more students and share information and solicit ideas. </p>	<p> community in decision-making and new initiatives. </p>
--	--	--	---	--

