



# School Comprehensive Education Plan 2024-25

| District                           | School Name                | Grades Served |
|------------------------------------|----------------------------|---------------|
| Niagara Falls City School District | LaSalle Preparatory School | 7-8           |

### Collaboratively Developed By:

**The LaSalle Preparatory School SCEP Development Team:**

**Roland N. Davis III, Kathleen Urban, Noelle Gaetano, Laura McGuinness, Jessica Kulbago-Onevelo, Julianna Duncan, Justin Speidel, Julia Meyers, Monique Crossley, Megan Glasser, Faith White, Laura Glen.**

*And in partnership with the staff, students, and families of LaSalle Preparatory School.*

## Guidance for Teams

## 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:

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

**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:

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

**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.

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

# COMMITMENT I

## Our Commitment

|   |   |
|---|---|
| <p><b>What is one Commitment we will promote for 2024-25?</b></p>   | <p>We commit to promoting a safe, inclusive, and consistent environment by building meaningful relationships between all stakeholders.</p>  |
| <p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul> | <ul style="list-style-type: none"> <li>• LaSalle needs to create an environment in which students feel welcome, safe, and supported. To help students move academically, we as a school must consider all aspects of the student’s well-being. This means addressing the social and emotional problems they face. This will work with district-wide plans to address students' social emotional well-being so that they are more prepared for academic expectations of school.             <ul style="list-style-type: none"> <li>○ Stakeholder's Survey                 <ul style="list-style-type: none"> <li>▪ In the Stakeholder’s Survey, 24.5% of teachers and 52.9% of students said that “Most students are emotionally healthy” (HW78.)</li> </ul> </li> <li>○ Student Interviews                 <ul style="list-style-type: none"> <li>▪ During the student survey, multiple students stated that they feel stressed at school and need time during the school day to decompress.</li> </ul> </li> </ul> </li> <li>• We aim to increase positive adult/teacher connections with students and support appropriate peer relationships. Students need assistance with managing peer to peer conflict. We seek to support students who identify as LGBTQIA+ so that our school is a safe and inclusive environment for everyone.             <ul style="list-style-type: none"> <li>○ Stakeholder's Survey                 <ul style="list-style-type: none"> <li>▪ In the Stakeholder’s Survey, 34% of teachers and 18.8% of students and 12.5% of families said that “Students treat each other with respect” (RC12.)</li> <li>▪ In the Stakeholder’s Survey, 49.1% of teachers and 32% of students and 21.4% of families said that “Students do not make threats against each other or get in fights based upon background/ethnicity” (SF42.)</li> <li>▪ In the Stakeholder’s Survey, 28.3% of teachers and 21.3% of students said that “Students in our school take responsibility for their actions” (CD28.)</li> <li>▪ In the Stakeholder’s Survey, 45.3% of teachers and 41.6 of students and 44.4% of</li> </ul> </li> </ul> </li> </ul> |

Commitment 1

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|  | <p>families said that” Students in this school are not “picked on” about their sexuality.” (DV76.)</p> <ul style="list-style-type: none"> <li>▪ In the Stakeholder’s Survey, 18.8% of families said that that “Our school has an effective program for dealing with bullying” (S33.)</li> <li>○ Student Interviews             <ul style="list-style-type: none"> <li>▪ During the student survey, multiple students stated that they perceive bullying as an issue.</li> <li>▪ During the student survey, multiple students stated that they wished teachers would be more understanding and patient with students and their diverse and difficult backgrounds.</li> </ul> </li> <li>• In addition, we have seen an increase in chronic attendance issues and have more students in need of support with attendance-related success. We need to connect with the parents and work to support them, so they see the importance of regular attendance students' success.             <ul style="list-style-type: none"> <li>○ Stakeholder's Survey                 <ul style="list-style-type: none"> <li>▪ In the Stakeholder’s Survey, 18.8% of families said that “Teachers contact me, not just in times of concern.”</li> <li>▪ In the Stakeholder’s Survey, 35.3% of families said that “I receive notes/calls and/or other feedback from my child(ren)’s teachers” (T28.)</li> </ul> </li> </ul> </li> <li>• We believe that by putting these pieces together, we will build the groundwork for respectful and stronger connections as relationships among the school population, which will result in a happier and more successful building.</li> </ul> |
|--|---|

**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.

|                     |  |  |
|---------------------|--|--|
| <b>KEY STRATEGY</b> | <b>HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?</b> | <p><b>WHY:</b> 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> |
|---------------------|--|--|

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>  |
|---|---|--|
| Trauma Informed Care & Alternative to Suspension & Restorative Mediations | <input type="checkbox"/> These strategies will expand on current practices.   | By continuously providing support to a student’s social and emotional well-being we aim to decrease suspensions and discipline referrals. We will use restorative mediations to support student management of peer-to-peer conflict. Alternative to Suspension will limit the amount of time students are missing instruction. |
| Communication with Stakeholders   | We will use current communication practices as a guide as we look to refine the type of communications we implement.                        | The school will work with all stakeholders to increase the lines of communication between the different groups. This includes but is not limited to increased online, in person, and paper communications.   |
| Clear Expectations for Accountability and Responsibility                  | <input type="checkbox"/> We will continue to refine how we set clear expectations with various stakeholders and make adjustments as needed. | The school will identify a clear set of expectations, make all stakeholders aware of these expectations, establish a set of consequences to be implemented fairly amongst all groups.  |

## Implementation

| KEY STRATEGY 1   | Trauma Informed Care & Alternative to Suspension |   |
|--|--|---|
| <b>IMPLEMENTATION</b>  |  | When will this be in place?   |
| What is our plan for implementing Key Strategy 1? What steps are involved?   |  |   |
| Alternative to suspension for students who are caught vaping. For the first offense students will be referred to the social worker and complete an educational program on vaping. There will be a program for nicotine vaping as well as vapes with THC.   |  | <input type="checkbox"/> This will take place throughout the school year.       |
| Social workers and counselors will conduct ongoing BESS surveys for the students they are working with. A universal survey will be completed by students at the beginning of the year and any student who completes an intervention (group or 1:1 counseling) will complete another survey to determine if there is an ongoing need. |  | <input type="checkbox"/> This will take place throughout the school year and on |

Commitment 1

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|  | an as needed basis   |
| Counselors and/or Social Workers will examine attendance lists from community outreach, presentations, and partnership events involving our students to see if they can identify additional students who would benefit from additional care. | To take place throughout the year  |
| The student champion team will present SEL strategies each Friday during the morning announcements.  | <input type="checkbox"/> Take place throughout the school year, once the team has been established |
| Administration will include discipline “handbook” and who covers what crisis (job responsibilities) in staff binder so that everyone knows who the best person is to contact.  | <input type="checkbox"/> This will take place in September   |
| Social workers and counselors will keep meeting logs to identify students at risk and address their diverse needs, (social, emotional, lack of necessities, etc.).   | This will take place at START meetings   |
| The Deans will refer situations of student conflict to the Social Worker for restorative mediations to assist students in managing conflict.   | This will take place throughout the school year.   |

**RESOURCES**

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

Money for events, workflow for alternative to suspension including expectations of students and which staff are involved, curriculum for alternative to suspension, work and additional curriculum for students to complete while doing alternative to suspension, time to administer SEL surveys, Crisis response sheet, restorative mediation sheets and time for social workers to schedule mediations as needed.

**KEY STRATEGY 2**

Communication with Stakeholders

**IMPLEMENTATION**

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

When will this be in place?

Leadership team working with all stakeholders to increase parent involvement in the building which includes active recruitment, using the parents during school events, and holding at least three PEG meetings during the 2024-2025 school year.

This will take place throughout the year

Two parent/family events will be scheduled for the year. Fall: Bills tailgate.

This will take place in the fall and

Commitment 1

|  |   |
|--|---|
|  | again in the spring.  |
| Dates for meetings, school events, etc. will be pushed out via various sources to promote school positivity and communication.               | <input type="checkbox"/> This will be completed by Sept and provided month to month |
| Multiple cluster meetings to be added to the calendar to provide time for teachers and administration to discuss any questions and concerns. | <input type="checkbox"/> Throughout the school year                                 |
| Counselors to send letters and make calls to chronic absentee students to help to get them in building.                                      | <input type="checkbox"/> This will happen throughout the school year                |

**RESOURCES**

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

Updated monthly meeting calendars, time and space for PEG meetings, planning committee for family events, money for family events, social media posts and calendars to advertise family events, PEG meetings, and other important dates to stakeholders, time in the schedule for cluster meetings admin, teachers, and other necessary staff to attend. Chronic absence lists and time to make calls to families. Truancy officers to assist in helping chronically absent students to attend.

**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) |
|--|---|---|--|
| Trauma Informed Care & Alternative to Suspension | Discipline Referrals, Referrals for Restorative Mediation & Suspension Data | We hope to see a decrease in the number of suspensions compared to the previous year. We hope to increase the number of Restorative Mediations that take place within the first 10 weeks. |  |

Commitment 1

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| <b>Communication with Stakeholders</b> | Family Engagement Events | We hope to see an increase in the number of events and family participation with those events |  |
|--|--------------------------|---|--|

**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 (complete when reviewing mid-year data) |
|--------------------------------|--|--|---|
| <b>Mid-Year Benchmark(s)</b>   | Number of Suspensions  | At this point in the year we hope to see less suspensions than the previous year                             |   |
| <b>End-of-the Year Targets</b> | Discipline Referrals, Suspension data, alternative instruction | We hope that with the alternative to suspension we will see a decrease in offenses that lead to suspensions. |   |

**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) |
|-----------------------|---|---|--|---|
| <b>Student Survey</b> | “Students treat each other with respect”  | 18.8%   | 25%  |   |
| <b>Staff Survey</b>   | “Students in our school take responsibility for their actions”                            | 28.3%   | 40%  |   |
| <b>Family Survey</b>  | “This school helps students learn how to make things better when they do something wrong” | 30%   | 40%  |   |

## COMMITMENT 2

### Our Commitment

|   |   |
|---|---|
| <p><b>What is one Commitment we will promote for 2024-25?</b></p>   | <p>We are dedicated to fostering a respectful environment that empowers students to excel academically through dynamic and rigorous instruction that actively engages them.</p>   |
| <p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Commitment fit into what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul> | <ul style="list-style-type: none"> <li>• Our school’s focus is developing students that are prepared for academic, personal, and civic growth. This commitment aligns with that vision since it focuses on ensuring students receive high quality, rigorous, and engaging instruction.</li> <li>• After reviewing the various data collection measures, it became apparent that students, teachers, and families felt that the instruction provided to students needed to be aligned with the following key points:             <ul style="list-style-type: none"> <li>○ Stakeholder Surveys                 <ul style="list-style-type: none"> <li>▪ In the student survey 30.1% said that “our school curriculum (work) is challenging.”</li> <li>▪ In student survey 40.3% said that “in class, we often work with partners or in groups.”</li> <li>▪ In student survey 31.7% said that “classes are interesting and keep my attention.”</li> </ul> </li> <li>○ Student Interviews:                 <ul style="list-style-type: none"> <li>▪ Student interviews were conducted throughout the building and students voiced that some of their worries for next year included the workload being too difficult, not being able to get assignments in on time and tougher exams, etc. They also voiced that some students will not ask for help without teachers prompting them. Students enjoyed it when teachers allowed students to work in groups. They would prefer to do more hands-on learning, paper and pencil assignments instead of lessons/assignments on the laptop every day.</li> </ul> </li> </ul> </li> </ul> |

### Key Strategies

| KEY STRATEGY | HOW DOES THIS COMPARE TO EXISTING EFFORTS? | <p><b>WHY:</b> 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> |
|--------------|--|--|
|--------------|--|--|

## 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>                           |
|--------------------------------------|--|---|
| Group work at least 2-3x a week.     | Based on survey results, 87% of teachers feel as though they were appropriately using group work within their classroom.   | Now looking at student results, teachers will be more committed to implementing group work within their instruction period.   |
| Providing more engaging instruction. | Based on survey results, 78% of teachers feel as if they construct classroom activities to ensure high student engagement. | Provide more interesting and engaging instruction to keep students' attention during class time. Allowing more student choice within classroom lessons that fits their learning styles. |

## Implementation

| <b>KEY STRATEGY 1</b>  | <b>Group Work at least 2-3xs a week</b>   |                             |
|--|---|-----------------------------|
| <b>IMPLEMENTATION</b>  |   | When will this be in place? |
| What is our plan for implementing Key Strategy 1? What steps are involved?   |   |                             |
| Administration needs to clearly define expectations of teachers at the start of the school year. Department chairs will then share expectations with their individual departments. | Beginning of the year ASP meetings for each content area group.                       |                             |
| Administration will conduct informal walk-throughs to identify teachers who would benefit from additional support.   | <input type="checkbox"/> On-going throughout the school year.                         |                             |
| Pedagogy Coach Support will use informal walk-throughs data to identify teachers who would benefit from additional support.  | <input type="checkbox"/> Monthly ASP meetings are scheduled for each content area.    |                             |
| Department Chairs will hold meetings to collaborate ideas on how to implement more group work within subject areas and grade level.  | <input type="checkbox"/> Bi-monthly ASP meetings are scheduled for each content area. |                             |
| <b>RESOURCES</b>   |   |                             |
| What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?   |   |                             |
| Monthly ASP subject area content meetings and monthly ASP team meeting with Administration.  |   |                             |
| Pedagogy Coach will provide more one-on-one support for teachers seeking extra resources.  |   |                             |
| Surveys given to students and staff throughout the school year.  |   |                             |

| <b>KEY STRATEGY 2</b>  | <b>Providing more engaging instruction.</b> |                             |
|--|---|-----------------------------|
| <b>IMPLEMENTATION</b>  |   | When will this be in place? |
| What is our plan for implementing Key Strategy 2? What steps are involved?   |   |                             |
| Throughout the year, teachers will use various engaging instructional strategies, including lectures, group work based on differentiated instruction, individual inquiries, using technology, incorporating videos, etc. | On-going throughout the school year.        |                             |
| Pedagogy Coach Support will work with teachers who are interested and would benefit from additional support.   | On-going throughout the school year.        |                             |

## Commitment 2

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| Department Chairs will be available to collaborate ideas on how to implement more engaging and interesting lessons within subject areas and grade level. | On-going throughout the school year.                   |
| Professional development opportunities will be provided for interested teachers.   | ASP, after-school, professional development days, etc. |

### RESOURCES

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

|   |
|---|
| Administration, Pedagogy Coach and/or Department Chair will provide more one-on-one support for teachers seeking extra resources. |
| Informal discussions amongst individual teams and content area teachers.  |

## 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> |
|--------------------------------------|---|--|---|
| Group Work at least 2-3xs a week     | Implement a survey for students every 10 weeks based on our strategies. | We hope to see a growth of 15% on each commitment from the previous year's survey results by the end of the school year.                                       |   |
| Providing more engaging instruction. | Implement a survey for students every 10 weeks based on our strategies. | We hope to see a growth of 15% on each commitment from the previous year's survey results by the end of the school year.                                       |   |

### 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> |
|---------------------------------|--|--|
|                                 |  |  |

Commitment 2

|                                       |  |  |  |
|---------------------------------------|--|--|--|
| <p><b>Mid-Year Benchmark(s)</b></p>   | <p>-Students will complete a survey during their ELA class, focusing on group work and engaging instruction.<br/>During ASP, departments will meet to discuss informal walk-through results performed by the administrative team.</p>  | <p>-We hope to see an increase in the percentage on the student surveys that state, “In class, we often work with partners, or in groups” and “classes are interesting and keep my attention.”</p>   |  |
| <p><b>End-of-the Year Targets</b></p> | <p>-Students will complete a post year survey during ELA class that focuses on group work and engaging instruction.<br/>-During ASP, departments will meet to discuss successful techniques performed in class for implementing group work and what teachers did to increase engaging instruction.</p> | <p>-We hope to see an increase in teachers implementing group/partner work 2-3x a week.<br/>-We hope to see an overall increase in student engagement within the classrooms.<br/>-We hope to see an increase on administration walk-through data that shows group work is occurring.</p> |  |

**Spring Survey Targets**

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

|                              | <p><b>Survey Question(s) or Statement(s)</b></p>   | <p><b>2023-24 data if available</b><br/><i>(e.g., % agree or strongly agree)</i></p> | <p><b>Desired response</b><br/><i>(e.g., % agree or strongly agree)</i></p> | <p><b>What we ended up seeing</b><br/><i>(complete once Spring survey results are available)</i></p> |
|------------------------------|--|--|---|--|
| <p><b>Student Survey</b></p> | <p>T.18: In class, we often work with partners, or in groups.<br/>T.21: Classes are interesting and keep my attention.</p> | <p>T.18: 40.3% Strongly Agree<br/>T.21: 31.7% Strongly Agree</p>                     | <p>T.18: 55% will Strongly Agree<br/>T.21: 47% will Strongly Agree</p>      |  |
| <p><b>Staff Survey</b></p>   | <p>T.43: Teachers construct classroom activities to ensure high student engagement.</p>                                    | <p>T.43: 78.0% Strongly Agree</p>  | <p>T.43: 83.0% will Strongly Agree</p>                                      |  |
| <p><b>Family Survey</b></p>  | <p>T.21: Teachers make classes interesting and engaging.</p>   | <p>T.21: 29.4%</p>   | <p>T.21: 45% will Strongly Agree</p>  |  |

## Commitment 4

## 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](mailto:FieldSupport@nysed.gov))

## 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<br>(required for new TS) | Envision: Exploring the<br>Vision, Values and Aspirations | Analyze: Internal and<br>External Data | Listen: Student Interviews | Analyze: Survey Data | Envision: Reflect, Synthesize<br>and Plan | Plan To Write and Revision |
|----------------------------|------------------------------|--|---|--|----------------------------|----------------------|---|----------------------------|
| <i>Example: Mary James</i> | <i>ELL Teacher</i>           | <i>5/3</i>   | <i>5/20</i>   | <i>5/20</i>                            | <i>5/20- 6/3</i>           | <i>6/7-6/20</i>      | <i>6/22</i>                               | <i>6/20-7/31</i>           |
| Roland N. Davis III        | Vice Principal               |  | X   | X                                      | X                          | X                    | X   | X                          |
| Kathleen Urban             | Principal                    |  | X   | X                                      | X                          | X                    | X   | X                          |
| Noelle Gaetano             | Dean of<br>Students          |  | X   | X                                      | X                          | X                    | X   | X                          |
| Laura McGuinness           | Social Worker                |  | X   | X                                      | X                          | X                    | X   | X                          |
| Jessica Kulbago-Onevelo    | Library/ Media<br>Specialist |  | X   | X                                      | X                          | X                    | X   | X                          |
| Julianna Duncan            | ELA Teacher                  |  | X   | X                                      | X                          | X                    | X   | X                          |
| Justin Speidel             | Math Teacher                 |  | X   | X                                      | X                          | X                    | X   | X                          |
| Julia Meyers               | Math Teacher                 |  | X   | X                                      | X                          | X                    | X   | X                          |
| Monique Crossley           | ELA Teacher                  |  | X   | X                                      | X                          | X                    | X   | X                          |
| Megan Glasser              | SS Teacher                   |  | X   | X                                      | X                          | X                    | X   | X                          |
| Faith White                | Parent                       |  |   |  |                            |                      |   | X                          |

## Our Team's Process

|            |        |  |  |  |  |  |  |   |
|------------|--------|--|--|--|--|--|--|---|
| Laura Glen | Parent |  |  |  |  |  |  | X |
|------------|--------|--|--|--|--|--|--|---|

## 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**

The student interviews provided us with insight into their learning experiences and their views regarding the climate and culture of LaSalle Preparatory School. It also demonstrated their desire to be included in the academic process and their need to be seen as individuals. Based on the student responses, our SCEP team was able to develop a comprehensive plan to meet their academic and Social-Emotional needs.

#### 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.