

**School Comprehensive Education Plan**

2023-24

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| District | School Name | Grades Served |
| Niagara Falls | Bloneva Bond Primary School | PreK 3 – Grade 2 |

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| Collaboratively Developed By: |
| The Bloneva Bond Primary School SCEP Development Team  Rocco Merino, Dorothy Brundidge, Teresa Chandler, Angela Ruffolo, Christina Magnuson, Lyndie Granto, Tammy Zaker, Amanda Vail, Kimberly Jasek, Makeesha Booker, Marissa Gagliardo, Samantha Kwan, Heidi Ingham, Kristen Martell  *And in partnership with the staff, students, and families of Bloneva Bond Primary School.* |

# Guidance for Teams

## Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

## Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

* **Envision:** Explore its vision, values, and aspirations
* **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
* **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers “**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

## Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

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

## Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

## Resources for Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

* [Assembling Your Improvement Planning Team](http://www.nysed.gov/common/nysed/files/programs/accountability/assembling-your-improvement-planning-team.pdf)
* [**Envision: Exploring Our Vision, Values and Aspirations**](http://www.nysed.gov/common/nysed/files/programs/accountability/envision-exploring-our-vision-values-and-aspirations.pdf)
* [**Analyze:** Internal and External Data](http://www.nysed.gov/common/nysed/files/programs/accountability/analyze-internal-and-external-data.pdf)
* [**Analyze:** Survey Data](http://www.nysed.gov/common/nysed/files/programs/accountability/analyze-survey-data.pdf)
* [**Analyze:** Tenet 1 Systems and Structures Inventory](http://www.nysed.gov/common/nysed/files/programs/accountability/analyze-tenet-1-systems-and-structures-inventory.pdf)
* [**Listen**: Interviewing Students](http://www.nysed.gov/common/nysed/files/programs/accountability/listen-interviewing-students.pdf)
* [**Putting it all Together: SCEP Planning Document**](https://www.nysed.gov/sites/default/files/programs/accountability/2023-scep-planning-document.docx)
* **SCEP Sample**: [Cohesive, Relevant Curriculum](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-cohesive-relevant-curriculum.pdf)
* **SCEP Sample**: [Deepening Connections](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-deepening-connections.pdf)
* **SCEP Sample:** [Graduation Through Relationships](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-graduation-through-relationships.pdf)
* **SCEP Sample:** [Graduation and Success Beyond HS](https://www.nysed.gov/sites/default/files/programs/accountability/2023-24-scep-sample-graduation-and-success-beyond-hs.pdf)

# COMMITMENT 1

Our Commitment

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| **What is one Commitment we will promote for 2023-24?** | We commit to continuing our school wide social emotional focus. We will continue to educate our students, their families and our school staff with regards to a social emotional mindset and ensure that they are gaining knowledge and feel supported on a personal level to support and grow their overall well-being. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *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?* | Research shows that social emotional learning not only improves academic success, but it also improves behavior inside and outside of school. SEL improves how students feel about school, which helps with student attendance, and helps improve overall well-being. To make an impact, SEL should be a school wide focus, taught in every classroom to every student and reinforced by the family and in the home setting. From the results of our self-equity reflection our teachers and staff feel BBP is a positive environment and overall feel valued, this is something we want to continue and expand on over the course of the next school year. From the results of the student interviews our BBP students know how to make friends at school, feel happy at school and know how to calm down. This too is something we want to continue and expand on over the course of the next school year. |

Progress Targets

By the end of the year, we will look to the see the following occur:

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| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing**  *(Complete at the end of the year)* |
| **End-Of-The-Year Goals** | End of the year surveys (Staff, Student and Parent) | That our teachers and staff feel supported at BBP and that they are teaching SEL in the classroom and feel confident that they are supporting their students SEL needs. That our students feel happy and safe at school and are learning SEL skills that will help their overall well-being. That our parents have awareness of SEL and are able to help support their child's SEL needs and learning at home. |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | Do you know what feelings are? (What ones do you know?)  Do you know how to calm down? (How do you calm down?)  Do you know who to ask for help? (Who can you ask for help?) | 90% have a positive response |  |
| Staff Survey | Do you feel valued and supported at BBP?  Do you feel you do a good job of teaching SEL in your classroom? | 90% agree |  |
| Family Survey | Does your child know about feelings and what to do when they are upset? Does your child know how to calm down? | 90% have a positive response |  |

### We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

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| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Mid-year surveys (Staff, Student and Parent) | That our teachers and staff feel supported at BBP and that they are teaching SEL in the classroom and feel confident that they are supporting their students SEL needs. That our students feel happy and safe at school and are learning SEL skills that will help their overall well-being. That our parents have awareness of SEL and are able to help support their child's SEL needs and learning at home. |  |

### We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Progress Milestones** | **What data will we be reviewing?** | **What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Student Data** | Circle Time | Daily observation of circle time in the classroom and that students are comfortable sharing. |  |
| **Adult/Schoolwide Behaviors and Practices** | MTW log in data | Teachers are utilizing and teaching the MTW program daily. |  |
| **Student Behaviors and Practices** | MTW emogers | Questioning students and observing them using MTW emoger techniques and calming strategies when big feelings arise. |  |

Key Strategies and Resources

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| --- | --- | --- |
| STRATEGY | METHODS | RESOURCES |
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| School wide Social Emotional Learning programming. | BBP teachers K-2 are trained and utilize the “Move This World” social emotional learning program. The master schedule provides daily time for teachers to log into their MTW account and do the daily lessons with their students. Teachers use what was learned in MTW program during the day and do supplemental lessons as needed. School Counselor and School Social Worker push in lessons will continue to utilize and support the MTW program as well.  PK teachers have been trained and utilize the pyramid model, which is a comprehensive multitiered framework of evidence-based practices that promotes the social emotional and behavioral development of young children.    Monthly themes that focus on and celebrate different aspects of SEL, multiculturalism and inclusivity themes.    Circle time is included in the master schedule for each classroom teacher to have 5-10 minutes daily to do a restorative check in/circle. | MTW program, continued staff support and training, MTW coaching meetings, and MTW daily lessons in every classroom.  Pyramid model training for new staff and support for staff that are currently training and utilizing the program.    SEL calendar, SEL lessons, SEL videos and SEL books of the month.    Circle time and MTW time embedded in the master schedule.  Circle time questions provided for teachers.  Circle time question presented on daily morning broadcast. |
| Empathy building and trauma informed care professional development and training. | Continue UB Trauma Institue professional development PD and trainings about trauma informed care will be offered to teachers and school staff during the school year (this will include kitchen staff, cafeteria staff, school safety officers, office staff and hopefully transportation staff.)    Parent workshops, academy sessions, and training conducted by Staff from the UB trauma informed care institute with occur during the school year.  Professional development and training for staff focused on district provided poverty simulation. | Staff from UB Trauma Institute, schedule of staff and parent PD and workshops, childcare support/activities, school staff and parents in attendance.  Staff trained to present poverty simulation, schedule of training, staff to attend. |
| Utilizing our School Counselors and School Social Worker. | SEL push in lessons will be conducted in each classroom on a monthly basis.    Individual and small group counseling sessions for students by the School Counselors and School Social Worker.    Outside community agencies and resource connections and support will be made to help students and families in need.    Utilizing the BESS screener all students K-2 will be assessed and placed into social emotional tiers. These tiers will help the social emotional team set up SEL interventions for students according to their need.  Utilize the 360 Total Behavior Program to create plans and support identified students.  Utilize the quaver SEL program and second step program when school counselors and school social workers work with students. | School Counselors and Social Workers.    SEL curriculum and materials for sessions and groups.    School Counselor and School Social Worker schedule.    Outside and community agency list and contact information.    BESS screener and results, START team, SEL Team, and student interventions.  360 Total Behavior Program and results, START team, SEL Team and student interventions.  Subscription to Quaver and Second Step. |
| Utilize district wide SEL and overall well-being support. | Utilize new district social worker, district family support center, district clothing closet and outside agency partnerships with best self and gateway (both housed in our building). | Meetings with staff involved.  Referrals and documents to keep track of students and families that are being serviced. |
| Staff morale program. | Monthly staff morale “gift” program. Provide pick me up gift or inspirational support for teachers and school staff. | Committee.    Plan a calendar of gifts/pick me ups.  Funds to support the program.  Purchase the items and distribute. |
| School wide social emotional messages/tips | SEL tips and messages on morning broadcast show at least once a week. | Calendar of SEL tips and messages. |
| Utilize EPIC (Every Person Influences Children) | Bond Primary will partner with EPIC to help provide families with parent support and improve communication with their children. EPIC provides family enrichment, family partnership and in-kind and financial assistance | Partnership with EPIC, space to conduct interaction with the families, professional development sessions for our staff. |
| Playworks | Bond Primary will partner with the Playworks program, which is a program that allows children to learn through play. Studies show that recess matters: a thoughtful approach to recess improves children's physical health and social emotional learning. | Partnership with Playworks, classroom for Playworks Staff and schedule for students/staff. |
| Mindful Minutes | Video and audio clips created by staff that would be on social media, morning broadcast, and auto dialer for students, parents and staff to learn more about ways to be mindful, which would include teaching breathing and coping strategies. | Pick messages, create audio and video clips. Have a bank where teachers can find them to utilize in class. |

# COMMITMENT 2

Our Commitment

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| **What is one Commitment we will promote for 2023-24?** | We commit to actively engage students in purposeful learning and to measure and monitor student growth with a goal of differentiating instruction based on each student's needs. This will be achieved by utilizing responsive teaching based on Reading Recovery, the Science of Reading teaching practices, and Math fluency. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *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?* | Student engagement has a positive impact on student achievement. According to *Five Strategies for Creating a High-Growth School* by Battelle for Kids 2015, it is important to explore how to differentiate instruction based on students’ needs. Establishing structures and routines based on academic needs is an ongoing process that is based on formative instructional practices. Data will be recorded in an interactive spreadsheet for frequent analysis and student movement.  Our Commitment 2 is to engage students in the content with centers and activities that involve differentiation and purposeful learning. This will be incorporated into the current Math, Skills and Guided Reading curriculum (Literacy Footprints) as well as the new ELA Tier 1 curriculum (Fountas and Pinnell Literacy). Commitment 2 coincides with other commitments; the activities will incorporate social emotional learning, as well as multiculturalism and inclusion. As a school, we will align project-based learning within the monthly themes for SEL and Multicultural initiatives. |

Progress Targets

By the end of the year, we will look to the see the following occur:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing**  *(Complete at the end of the year)* |
| **End-Of-The-Year Goals** | Guided Reading Assessment | A growth in Instructional Level Expectations based on the GRA of 50% growth from the beginning to the end of the year. |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | Do you like reading?  Do you like writing?  Do you like math? | 90% of the students like each subject area. |  |
| Staff Survey | Do you have the resources necessary to do your job? | 90% of the teachers feel they have the required materials. |  |
| Family Survey | Do you feel your child is engaged in her or his learning? | 90% of the parents feel their child is engaged in their learning. |  |

### We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Guided Reading Assessments | A 25% growth in Instructional Level Expectations based on the GRA. |  |

### We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Progress Milestones** | **What data will we be reviewing?** | **What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Student Data** | GRA  NWEA  Data Wall  Aimsweb  Fundations Unit  tests | Class averages show an increase from September to June. |  |
| **Adult/Schoolwide Behaviors and Practices** | Grade Level Meeting Topics  Professional Development Attendance  Data Wall | Reading Recovery Teachers, PEP Lead Teacher, Coaches and outside Consultants offer Professional Development on Guided Reading, Fundations and Word Work that teachers participate in. |  |
| **Student Behaviors and Practices** | Classroom observation | Classroom rituals and routines were established from Fountas and Pinnell Comprehensive Design.  Routines are in place for engaging activities. |  |

Key Strategies and Resources

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| --- | --- | --- |
| STRATEGY | METHODS | RESOURCES |
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Skills Instruction | Fundations is a systematic and multisensory Skills program. Professional development will be offered over the summer to all teachers. A model classroom will be set up to strengthen the skills block. Teachers will deliver Tier 1 skills instruction to the whole group, and a double dose as a small group intervention where needed.  Literacy Footprints Word Work will be differentiated, and professional development will be provided based on the book The Next Step Forward in Word Work by Jan Richardson. Teachers will be supported with increased professional development that will take place two times a month, during scheduled common planning time. | ½ hour skills block  Model Classroom  Coaching Session  Professional Development |
| Differentiated Instruction | Differentiation allows students to learn in their own ways and at their own pace. The small-group model allows teachers to target specific learning needs, provide appropriate scaffolding, and gradually reduce support to promote independence (Jan Richardson, The Next Step Forward in Guided Reading). Lessons will be student-centered and designed to meet the strengths and needs of each student in small group instruction. Differentiation will be evaluated based on content, process, product, and learning environment. There will be evidence of students moving levels and between groups based on monitoring.  Students will read books of their choosing at their level for a sustained period of time and participate in conferences with the classroom teacher from the Fountas and Pinnell Literacy Program.  Based on NWEA scores, students who fall within the TIER 2 category will receive Math Intervention services. During this time TIER 2 students will meet with an interventionist twice a week for 30 minutes to build number sense and reasoning, and algebraic operational thinking using the Bridges Intervention Program. Remaining students will meet with teachers in a small group setting based on their areas in need of development. Students are engaged in learning centers/stations which focus on a specific skill or concept including the fluency goal which is measured through Data Walls. Students should also be grouped according to skills and strategies during the Math Workshop Model.  According to Suzy Koontz, “Students need abundant practice at a level of comfortable success in order to become competent learners. Adding movement to the equation makes learning fast, fun, and efficient. We will incorporate whole group math activities using Math and Movement mats and cross body routines that reinforce number sense. | ½ hour Guided Reading Block  Literacy Footprints Guided Reading Program  Fountas and Pinnell Literacy Program  Learning Centers  Workshop Model  Bridges Intervention  Math Lab  Data Binders  Data Wall |
| Data Binders | Data binder is a tool for students, teachers, and families to keep track of student performance. Classroom teachers have learned to collect and organize student information to monitor student progress and growth. It is important to have both formative and summative assessments available to plan and implement individualized goals. Student goals will be based on data to determine areas needed to improve and strengths to drive instruction. The binder will be readily accessible and a working document. Teachers will begin to utilize Guided Reading Assessment Summary Charts to group students by reading levels and skills.  During Math AIS, the Focus Standard will be emphasized at each grade level. This Focus Standard will be based on basic math skills, where students build a conceptual understanding of number sense, procedural skills and fluency, and application.  Organized Data Binder: Tiers, Aimsweb Scores, NWEA Scores, Running Records (Informal and GRA), Sight Word progress, Flexible Grouping charts, ELA and Math goals, Math AIS, Data Binders, Data Walls, Department Meetings, Team Meetings, Coaching visits, Assessments | Binders  Data Walls  Department Meetings  Team Meetings  Coaching visits  Assessments |
| Foundational Five | The Foundational Five are instructional strategies that create impact on their learning. The five components include Student Ownership of Learning, Student Engagement, Complex Questioning, Checks for Understanding, and Differentiated Instruction and Practices.    Students will participate in the following strategies--Turn and Talk, Shoulder to Shoulder, Fist to Five, Questioning Techniques, Stoplight, Jigsaw Method, Ripple Effect, Quick Writes. | Rug Area  Staff Development  Monthly Department Meetings |
| Learning Targets | Learning targets are goals for lessons, projects, units, and courses that are derived from standards and used to assess student growth and achievement. They define the purpose of the lesson and explain the “Why” of learning.    Students will “unpack” the learning target by understanding and communicating what they are learning throughout the lesson. Students will spend time discussing and analyzing the learning target. They will be involved in creating and modifying them. | Curriculum Supports for ELA and Math |

# COMMITMENT 3

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

Our Commitment

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| --- | --- |
| **What is one Commitment we will promote for 2023-24?** | We commit to explore, celebrate, and engage with our students, families, and staff regarding Multiculturalism, Diversity & Inclusivity, as well as encourage awareness and acceptance in our school community. |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *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?* | According to the book **Becoming a Multicultural Educator: Developing Awareness, Gaining Skills, and Taking Action,** William Howe and Penelope Lisi state, “Multicultural education stresses the importance of learning and developing pride in one’s culture and understanding how culture influences personal beliefs, values, and actions. At the same time, students learn and understand the cultures and multiple perspectives of others and how to best reach harmony with differences.”  At Bloneva Bond Primary School we have a very diverse population. Many of our students come from a variety of ethnic backgrounds. We also have many students and staff with different abilities and want to ensure that we are inclusive for all.  After conducting student interviews and parent surveys we discovered that we need to be more aware, inclusive and intentional regarding our students and staff’s knowledge of different cultural diversity, and abilities.  Based on the results of the Equity Self-Reflection, we will continue to provide a welcoming and affirming environment; use resources to reflect an inclusive community which values the needs of all individuals; and invite various cultural groups and individuals to engage with our students on an array of topics.  At Bloneva Bond Primary School, we want our students, staff, and families to feel celebrated and included. We want to increase and continue to grow our knowledge of other’s differences and acceptance of all. |

Progress Targets

By the end of the year, we will look to the see the following occur:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing**  *(complete at the end of the year)* |
| **End-Of-The-Year Goals** | Surveys (Students, Staff, and Families) | At the end of the 2023/2024 school year, our goal is to have an increased awareness and knowledge of multiculturalism, inclusion, and diversity. We would like 95% of our students, staff, and families to feel exposed and engaged in opportunities for learning about different people and different languages. |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey | Do you learn about different people or different languages around the world at school? Explain.  Do you feel like you are a part of the Bloneva Bond family? Explain. | 93% of the students are familiar with learning about different people and different languages |  |
| Staff Survey | Do you feel you are a valued member of our team at BBP? | 100% of our school will feel like a valued member of our team at BBP |  |
| Family Survey | Does the school expose students and families to multiculturalism?  Do you feel welcomed as a parent/guardian at Bond? | 98% of the families are familiar with the schoolwide activities that encourage multiculturalism and inclusivity. |  |

### We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** | Mid-Year Surveys  (Students, Staff, and Families) | At the end of the 2023/2024 school year, our goal is to have an increased awareness and knowledge of multiculturalism, inclusion, and diversity. We would like 80% of our students, staff, and families to feel exposed to and engaged in opportunities for learning about different people, different languages, and different cultures. |  |

### We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Progress Milestones** | **What data will we be reviewing?** | **What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Student Data** | Survey | Students are familiar with the key concepts of multiculturalism, inclusion, and diversity. They feel valued, accepted, and included in the Bloneva Bond family. |  |
| **Adult/Schoolwide Behaviors and Practices** | Schoolwide Celebrations, Morning Announcements, Professional Development | We hope to see more family involvement in schoolwide celebrations, classroom activities, and daily communication with the school.  Faculty and staff embrace multiculturalism and inclusivity in their daily routines. |  |
| **Student Behaviors and Practices** | Observations | Students accept and appreciate the differences among each other. Students |  |

Key Strategies and Resources

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| --- | --- | --- |
| STRATEGY | METHODS | RESOURCES |
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Multicultural and Diversity Team | Our Multicultural Committee consists of administration, teachers, counselors, and social workers. We will extend our members to outside community agencies, parents and other school staff. The goal of this team is to plan and carry out different activities during the school year to explore, celebrate and have an increased awareness of diverse cultures and inclusivity of all.    Each month we will continue to focus on a specific country/culture and plan different activities including book of the month, food, stories, dance, etc. that will help foster a better understanding and awareness for our students and their families.    We will continue to utilize the daily morning broadcast to provide information to our students and staff that will help them grow in knowledge and understanding of others. | School staff and parents, monthly meetings, money for supplies  Create a Year Long Plan for each month    Community partners to come in and present.    Morning broadcast team/staff, broadcast technology. |
| Multicultural After School Program | In partnership with the 21st century afterschool program, we will continue to include programs that focus on multiculturism, diversity and inclusivity. For example, we will continue to incorporate the Underground Railroad and other outside resources into after school programs. | Research curriculum to purchase with preplanned lessons.  Bus transportation, if needed, for afterschool program, funding of materials for club, staff to organize and lead the club, stipends for club advisors. |
| Welcoming Environment | In efforts to maintain a school community that is a representation of the various individuals that work and attend school here, we will display student artwork, flags, replicas, and other symbols that reflect our cultures and ensure a sense of belonging for all. Our diversity will be displayed throughout the school. | Purchase resources, flags, and other cultural replicas  Student artwork  Welcoming Introduction at security desk |
| Multicultural Library | We will continue to build the section of the school library to multiculturalism, diversity and inclusivity for students and staff.    Classroom library books should reflect the various cultures of the students. | Purchase various books for the school library and classrooms.  Research sponsors for monthly book donations. |
| Family Engagement Activities | We will include family members and community members in planning activities and events for our schoolwide events. Family members and community members will participate in committee meetings to help organize “cultural conversations” for our students. Each month we will designate a “cultural conversation” to inform students about different cultures around the world. | Family members and community members participate in “cultural conversations”. |
| Schoolwide Celebrations | We will continue to celebrate different cultures through schoolwide events. We will plan major holiday events celebrated by our students, including holidays, such as Indigenous Day, Diwali, Lunar New Year, and Juneteenth. | Outside resources  Family members and Community Members involvement |
| Professional Development in Multicultural Education | We will provide professional development and training for school faculty and staff in implementing multicultural education within our classrooms and school and fostering an inclusive environment. | Determine professional development opportunities  Multicultural Literature Book Studies  Local or Online Multicultural Educational Workshops |
| Mini Champion Team | Second grade students will be selected from each classroom to represent our student voice at Bloneva Bond Primary School. Students will help plan multicultural activities within the school and coordinate “buddies” from a suburban school to learn about different communities, people, and cultures within Western New York. Having friends that are “different” than you helps promote multiculturalism. | Collaboration with a Suburban/Urban School in WNY  Host a Buddy Day  Visit Our Buddies Field Trip |

# COMMITMENT 4

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

Our Commitment

|  |  |
| --- | --- |
| **What is one Commitment we will promote for 2023-24?** |  |
| **Why are we making this Commitment?**  *Things to potentially take into consideration when crafting this response:*   * *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?* |  |

Progress Targets

By the end of the year, we will look to the see the following occur:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing**  *(complete at the end of the year)* |
| **End-Of-The-Year Goals** |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g., % agree or strongly agree)* | What we ended up seeing *(complete once Spring survey results are available)* |
| Student Survey |  |  |  |
| Staff Survey |  |  |  |
| Family Survey |  |  |  |

### We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **What data will we be reviewing?** | **What do we hope to see when we review that data?** | **What we ended up seeing** *(complete when reviewing mid-year data****)*** |
| **Mid-Year Benchmark(s)** |  |  |  |

### We believe we will be on track to meet our Mid-Year Benchmark if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Progress Milestones** | **What data will we be reviewing?** | **What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)** | **What we ended up seeing** *(complete six to ten weeks into the school year)* |
| **Student Data** |  |  |  |
| **Adult/Schoolwide Behaviors and Practices** |  |  |  |
| **Student Behaviors and Practices** |  |  |  |

Key Strategies and Resources

|  |  |  |
| --- | --- | --- |
| STRATEGY | METHODS | RESOURCES |
| What strategies will we pursue as part of this Commitment? | What does this strategy entail? What will implementation look like in our school? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# 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](%20http://www.nysed.gov/accountability/evidence-based-interventions)

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** 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 Strategy

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

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

## Clearinghouse-Identified

If “X’ is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

### Clearinghouse used and corresponding rating

**What Works Clearinghouse**

Rating: Meets WWC Standards Without Reservations

Rating: Meets WWC Standards With Reservations

**Social Programs That Work**

Rating: Top Tier

Rating: Near Top Tier

**Blueprints for Healthy Youth Development**

Rating: Model Plus

Rating: Model

Rating: Promising

## School-Identified

If “X’ is marked above, complete the prompts below to identify the strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

# 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.

## Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

|  |  |
| --- | --- |
| Name | Role |
| Rocco Merino | Principal |
| Dorothy Brundidge | Assistant Principal |
| Teresa Chandler | Dean of Students |
| Heidi Ingham | Special Education Teacher |
| Kim Jasek | School Social Worker |
| Amanda Vail | School Counselor |
| Christina Magnuson | Special Education Dept Chair |
| Angela Ruffolo | Math AIS |
| Lyndie Granto | Reading Recovery |
| Samantha Kwan | Pre K Teacher |
| Marisa Gagliardo | Grade 2 Teacher |
| Makeesha Booker | Grade 1 Teacher |
| Kristen Martell | Kindergarten Teacher |
| Tammy Zaker | Reading Recovery |
| Jennifer Everts | Parent |
|  |  |
|  |  |
|  |  |

## 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
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Meeting Date | Envision: Exploring the Vision, Values and Aspirations for the school | Analyze: Internal and External Data | Analyze: Survey Data | Analyze: Completing and Discussing the Tenet 1 Inventory | Listen: Interviewing Students | Putting it all Together:  Completing the SCEP Planning Document | Writing the Plan |
| *Example: 4/6/21* |  |  |  | *x* | *x* |  |  |
| 5/3/23 | x |  |  |  |  |  |  |
| 5/10/23 |  | x | x |  |  |  |  |
| 5/17/23 |  |  | x | x |  |  |  |
| 5/24/23 |  |  |  | x | x | x |  |
| 5/31/23 |  |  |  |  | x | x |  |
| 6/7/23 |  |  |  |  | x | x |  |
| 6/14/23 |  |  |  |  |  | x | x |
| 6/21/23 |  |  |  |  |  |  | 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 |
| Carefully analyzing the student interview responses provided the team with the valuable information and data necessary to create a plan that is student centered. |

Next Steps

Next Steps

1. **Sharing the Plan:**
   1. **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 indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   2. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
   3. **All Schools:** 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.
2. **Implementing the Plan** (for 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. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   4. 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.