

**School Comprehensive Education Plan**

2022-23

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| Niagara Falls City School District | Bloneva Bond Primary School | Pre K 3 – Grade 2 |

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| Collaboratively Developed By: |
| The Bloneva Bond Primary School SCEP Development Team  Makeesha Booker, Christina Magnuson, Teresa Chandler, Angela Ruffolo, Tammy Zaker, Lyndie Granto, Kimberly Jasek, Amanda Vail, Dorothy Brundidge, Jen Everts, Rocco Merino  *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

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document “[How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**

The team should take the answers to this question and identify 2 to 4 commitments for the 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

## Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

## Resources for Team

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

* [Requirements for Meaningful Stakeholder Participation SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf)
* [Guidance on Interviewing Students in Advance of Developing the SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/interviewing-students-in-advance-of-developing-the-scep_2.pdf)
* [Equity Self-Reflection for Identified Schools](http://www.nysed.gov/common/nysed/files/programs/accountability/equity-self-reflection-for-2022-23-scep.docx)
* [How Learning Happens](http://www.nysed.gov/common/nysed/files/programs/accountability/how-learning-happens-messaging-framework.pdf)
* [Writing Your SCEP](http://www.nysed.gov/common/nysed/files/programs/accountability/writing-your-scep.pdf)
* [Developing Your SCEP -- Month by Month](http://www.nysed.gov/common/nysed/files/programs/accountability/developing-your-scep-month-by-month_1.pdf)

# COMMITMENT 1

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2022-23?** | We commit to educating and supporting our students, their families and our school staff regarding social emotional learning and well-being. |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* | Research shows that social emotional learning not only improves academic success, but it also improves prosocial behaviors, improves student's attitudes toward school and helps to reduce depression. In order 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. Looking at our self-equity reflection and student interviews, we see that our school is becoming increasingly more multicultural with many students from diverse social and economic backgrounds. Our students have various thoughts and beliefs, world views, behavior choices as well as academic strengths and weaknesses. We want to provide a safe and positive learning culture that celebrates and fosters academic, social and emotional growth, for not only students, but staff and families as well. Especially after the pandemic, we have students that have not interacted with other children, missed out on learning social skills from play, and are unable to identify basic emotions and what to do with the emotions. We realize that it is so important that we make SEL and student and staff wellbeing a focus in order to help our students, their families and our staff. |

Key Strategies and Resources

|  |  |  |  |
| --- | --- | --- | --- |
| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| School wide Social Emotional Learning programming. | Teachers have been 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.  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 after lunch. | Administration will log in and monitor reports of MTW usage and meet with teachers that may need extra support if needed.  SEL calendar of monthly themes and lessons.  Referrals to the dean, school counselors and school social worker should decline as students use the strategies and techniques that they learn in MTW.  Teachers will observe a culture/class environment change due to the impact of the community focus of circle time. | MTW program, continued staff support and training, MTW coaching meetings, and MTW daily lessons in every classroom.  SEL calendar, SEL lessons, SEL videos and SEL books of the month.  Circle time and MTW time embedded in the master schedule. |
| UB Trauma Institute professional development and training. | Professional development teaching 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.)  Staff from the UB trauma informed care institute will conduct parent workshops and training. | Teachers will see a change in the way they view and work with students and their families. This will be evident in observed relationships and staff survey results.  Parent surveys and feedback will reflect new techniques and strategies learned during workshops and training. | Staff from UB Trauma Institute, schedule of staff and parent PD and workshops, childcare support/activities, school staff and parents in attendance. |
| Utilizing our School Counselors and School Social Worker. | SEL push in lessons will be conducted in each classroom on a monthly basis.  SEL book of the month assemblies for all staff and students.  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. | Students will build rapport with social emotional school staff and overall school climate, and environment should reflect lessons taught through MTW and supplemental lessons conducted by social emotional team.  There should be observation of rapport and social emotional growth among students. This will be measured by teacher, counselor and social worker observation.  Logs and referrals of students and families that connected with outside and community agencies.  BESS results and student schedules. | 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. |
| Staff morale/check in program. | Develop a committee to come up with ways to check in with and support school staff.  The committee will have various events/activities/gifts to help foster and increase school morale. | School morale will increase. Staff will feel supported, appreciated and encouraged throughout the school year.  This will be observed through body language and staff conversations. | Committee.  Plan and calendar of events/activities/gifts.  Funds to support the program. |

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

|  |  |  |
| --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g. % agree or strongly agree)* |
| Student Survey | Do you know what feelings are and how they feel in your body?  If you have big feelings, do you know what to do? | 86% have a positive response |
| Staff Survey | Do you feel that you taught and foster social emotional learning in your classroom?  Do you feel that circle time and MTW were effective tools to help teacher SEL to your students? | 86% agree |
| Family Survey | Does your child/children know that their feelings are, how they feel in their bodies and know what to do with big feelings? | 86% have a positive response |

We believe having the following occur will give us good feedback about our progress with this commitment:

|  |
| --- |
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
| At the end of the 2022-2023 school year, we strive to support our students, their families and school staff with regard to social emotional learning and well-being. Students will acquire the SEL core competency skills of self-awareness, decision making, self-management, relationship skills and social awareness from the Move This World Program, counselor and social worker push in, individual and small group sessions and book of the month SEL assemblies. Overall school discipline should decrease as a result of overall school climate and environmental change from the SEL skills being taught and reinforced. Students in need of additional SEL support will be identified by the BESS screener and plans and interventions will be in place to help students grow and gain needed SEL skills.  Professional development and workshops focused on trauma informed care and social emotional skills and awareness will provide staff and parents with continued knowledge and awareness of SEL skills, techniques and practices. In addition, staff will feel supported, appreciated and encouraged as a result of the staff morale program. |

# COMMITMENT 2

Our Commitment

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| --- | --- |
| **What is one commitment we will promote for 2022-23?** | We commit to actively engage students in purposeful learning with the intent of measuring and monitoring student growth. |
| **Why are we making this commitment?**  *Things to potentially take into consideration when crafting this response:*   * *How does this commitment fit into the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* | Student engagement has a positive impact on student achievement. According to Robert J. Marzano, students who can identify what they are learning significantly outscore those who cannot.  According to High Quality Early Learning for a CHANGING WORLD, “learners differ in experiences and backgrounds, grow and develop at different paces and different ways, and have different strengths and interests, so opportunities for learning need to be provided...individualized instruction should support the differentiation of instruction needed to build on and support individuals’ varying strengths and needs.”  Our Commitment 2 is to engage students in the content with centers and activities that involve differentiation and purposeful learning. This will be incorporated within the current ELA and Math curriculum. 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. |

Key Strategies and Resources

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| --- | --- | --- | --- |
| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Teachers will use Learning Targets with lessons. | 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. | Learning Targets will be posted and unpacked throughout the lesson—student work and conversations demonstrate the target goal. | Curriculum Supports for ELA and Math |
| Differentiated Instruction | Differentiation allows students to learn in their own ways and at their own pace. 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.  Students will engage in small group instruction that challenges and enhances learning for each student. They will become personally invested and take ownership of their learning. | Observing students in small groups, data charts showing growth, flexible grouping charts.  Student growth will be measured through progress monitoring and assessments and monitored on the data walls. | Literacy Footprints Guided Reading Group Learning Centers  Math Groups  Workshop Model  Math Lab  Data Binders  Data Walls |
| The 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 | Practices are in place for students to monitor their own learning. | Rug Area  Staff Development  Monthly Department Meetings |
| Data Binders | Data binder is a tool for students, teachers, and families to keep track of student performance.  Classroom teachers will 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.  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 | Binders  Data Walls  Department Meetings  Team Meetings  Coaching visits  Assessments |

End-of-the-Year Desired Outcomes

Schools teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

|  |  |  |
| --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g. % agree or strongly agree)* |
| Student Survey | What was your favorite reading center?  What was your favorite math center? | 91% of the students enjoy reading--reading in groups  86% of students like math--math games and jumping on mats, using manipulatives |
| Staff Survey | What Professional Development was the most helpful to assist you with Differentiated Instruction and Student Engagement? | Staff suggestions for future professional development. l |
| Family Survey | What did you find the most helpful in supporting your child's learning? | 98% of the families feel that the students are engaged in their learning |

We believe having the following occur will give us good feedback about our progress with this commitment:

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| --- |
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
| The Guided Reading Assessment for ELA will show individual growth throughout the year towards grade level goals for each student. This will be monitored monthly by informal Running Records, that are done on a weekly basis with each student. Also, Aimsweb and NWEA will reflect this same individual growth. There will be Data Charts updated minimally three times a year to meet with teachers to discuss growth and strategies to move students further.  With emphasis on a Focus Standard for each grade level in Math, students will build on their basic fluency skills and number sense. This will be measured through progress monitoring, common weekly assessments, and data from Moby Max. In addition, NWEA will be used to determine the strength and needs of the students. Student growth will be monitored through data walls (Deficient, Developing, Proficient, Mastery) which will be updated by the classroom teacher throughout the year. Data meetings will provide opportunities for professional discussions on strengths and needs of individual students among teachers, coaches, and administrators. |

# 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 2022-23?** | We commit to explore, celebrate, and engage with our students, families, and staff regarding Multi-Culturalism, 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 the school’s vision?* * *Why did this emerge as something to commit to?* * *In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?* * *What makes this the right commitment to pursue?* * *How does this fit into other commitments and the school’s long-term plans?* | At Niagara Street 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 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 cultures, 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 Niagara Street School we want all 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 be accepting of all. |

Key Strategies and Resources

|  |  |  |  |
| --- | --- | --- | --- |
| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this commitment? | What does this strategy entail? | What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.) | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Multicultural and diversity team | Team that consists of administration, teachers, counselors, social workers, 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 have a monthly theme/focus and will 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 utilize the daily morning broadcast to provide information to our students and staff that will help them grow in knowledge and understanding of others. | We will have feedback forms and discussions following activities that align with the end-of-the-year survey questions regarding multiculturalism, diversity and inclusiveness.  Host one cultural celebration for each trimester.  We will analyze data of the various cultures within our school and send invitations to intended guests. Extend the theme into content and special area classes.  Extending the current broadcast to focus on our monthly theme and featuring Student Ambassadors. For example, learning to say “good morning” in various languages and feature that language each day for one month on the broadcast. | School staff and parents, monthly meetings, money for supplies.    Community partners to come in and present.    Morning broadcast team/staff, broadcast technology. |
| Multicultural afterschool group | In partnership with the 21st century afterschool program, we will include an afterschool group that focuses on multiculturism, diversity and inclusivity. | We will have a pre and post questionnaire for students that attend this program to see what they know and to gauge how they grow over the course of the program regarding multicultural, diversity and inclusiveness. | 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 ensure that the first floor reflects a sense of belonging for all. | Create a parent lounge waiting area near door 3 that reflects the various cultures in our school. A television will show a continuous running of schoolwide  activities that are forthcoming. Additionally, we intend on displaying a bookcase with magazines, pamphlets and books in multiple languages. | Purchase resources and furniture. |
| Multicultural Library | Devote a 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. | New reading materials in English and other various languages. | Purchase various books. |
|  |  |  |  |

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

|  |  |  |
| --- | --- | --- |
|  | Survey Question(s) or Statement(s) | Desired response  *(e.g. % agree or strongly agree)* |
| Student Survey | Do you know how to say hello in two different ways? | 85% of the students will be able to say hello in more than one language. |
| Staff Survey | Does your classroom library reflect diversity, inclusivity and multiculturalism? | 90% of the classrooms have books that represent diversity, inclusivity, and multiculturism. |
| Family Survey | Were you aware of the various multicultural, inclusivity and diversity events and activities that took place at school this year? | 80% of the parents surveyed were made aware of the various events. |

We believe having the following occur will give us good feedback about our progress with this commitment:

|  |
| --- |
| Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year. |
| At the end of the 2022/2023 school year, our goal is to have an increased awareness and knowledge of multiculturalism, inclusion, and diversity and 90% of our students, staff, and families will feel valued, accepted, and included at our school. |

# 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 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) as follows |  |

## 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) as follows |  |

### 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) as follows |  |
| 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 "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

## Team Members

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

|  |  |
| --- | --- |
| Name | Role |
| Makeesha Booker | Grade 1 Teacher |
| Christina Magnuson | Special Education Teacher |
| Teresa Chandler | Dean of Students |
| Angela Ruffolo | Math AIS Coach |
| Tammy Zaker | Reading Recovery Coach |
| Lyndie Granto | Reading Recovery Coach |
| Amanda Vail | School Counselor |
| Kimberly Jasek | School Social Worker |
| Dorothy Brundidge | Assistant Principal |
| Jennifer Everts | Parent |
| Rocco Merino | Principal |
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## Our Team’s Steps

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

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the “Leveraging Resources” document (OPTIONAL)

## 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 | Interviewing Students | Completing the Equity Self-Reflection for Identified Schools | Reviewing Multiple Sources of Data and Feedback | Clarifying Priorities and Considering How They Connect to School Values | Writing the Plan | OPTIONAL: Completing the “Leveraging Resources” document |
| *5/5/22* |  |  | *X* |  |  |  |
| 5/9/22 |  |  | X |  |  |  |
| 5/12/22 |  | X |  |  |  |  |
| 5/19/22 | X |  |  |  |  |  |
| 5/26/22 | X |  |  | X |  |  |
| 6/2/22 |  |  |  | X | X |  |
| 6/8/22 |  |  |  |  | X |  |
| 6/14/22 |  |  |  |  | X |  |
| 6/22/22 |  |  |  |  | X |  |
|  |  |  |  |  |  |  |

# Learning As A Team

## Directions

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

### Student Interviews

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| --- |
| Describe how the Student Interview process informed the team’s plan |
| The Student Interviews provide a more holistic understanding of students’ reality, their perceptions of school experiences, and how these experiences shape beliefs and behaviors within Niagara Street School. This whole-child approach captures all areas of the students’ development and learning related to social-emotional and cognitive skills and ELA and Math skills.  Commitment 1: The Student Interviews reaffirmed our beliefs that young students yearn for social interactions and play time with their friends. Students need ongoing, frequent support in a positive environment that fosters social, emotional, and academic growth.  Commitment 2: It is evident in the Student Interviews that students enjoy learning in fun ways with small group settings. As a SCEP Team, we decided to emphasize student engagement and purposeful learning that differentiated instruction. With this, our intent is to monitor and measure academic growth.  Commitment 3: Through the Student Interviews, we discovered that we need to be more aware, inclusive and intentional regarding our students’ knowledge of different cultures, diversity and abilities. |

### Equity Self-Reflection

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| --- |
| Describe how the Equity Self-Reflection informed the team’s plan |
| The Equity Self-Reflection provided our Niagara Street School SCEP team with valuable insight into our school environment, expectations and instruction, curriculum and assessment, and professional learning and support. We met with various school stakeholders, focused on what we are currently doing, as well as areas we could improve on for next year. It was helpful to look at our school committees, activities, and programs that we have in place. We then analyzed our data and identified what we could do to make them stronger. The Equity Self-Reflection helped us to look at the progress that has happened over the past year and see what worked and what could be improved so that we continue to grow in the next academic school year. At Niagara Street School we want to ensure a welcoming and affirming environment, to set high expectations and rigorous instruction, to be inclusive with our curriculum and assessment, and to continue to have ongoing professional learning and support. Those are all areas that the Equity Self-Reflection helped our team to focus and reflect on so that we can be sure our next school year's commitments are on track with our goals and will help our students, staff and their families. |

Next Steps

Next Steps

1. **Sharing the Plan:**
   1. **CSI Schools:** 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 August 1, 2022.
   2. **TSI Schools:** 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 2022-23 school year.
   3. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.