

**School Comprehensive Education Plan**

2022-23

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| --- | --- | --- |
| District | School Name | Grades Served |
| Niagara Falls City School District | Seventy-Ninth Street Elementary School | Pre-K thru 6 |

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| Collaboratively Developed By: |
| The *Seventy-Ninth Street Elementary School* SCEP Development Team  SCEP Team Members:  Diane Coty – Interim Principal  Samantha Maishak – Special Education Teacher  Amy Milleville – School Counselor  Gerald Orfano – Principal  Lynn Pasek – 3rd Grade Teacher  Ashley Rotella – 5th Grade Teacher  Kaylee Ulrich – Parent  *And in partnership with the staff, students, and families of Seventy-Ninth Street Elementary 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

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| --- | --- |
| **What is one commitment we will promote for 2022-23?** | We commit to strengthening connections and deepening relationships between students, staff, and the 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?* | We believe as a school that our building should be a safe place where everyone (staff, students, parents/guardians) is respected, affirmed, valued, and viewed as partners for teaching and learning. Families possess their own assets, knowledge, and abilities and must be valued and included.  This emerged as a commitment because our school has a variety of diverse backgrounds; therefore, we must explore options to bring awareness and encourage reciprocal communication. By including stakeholders, we can be proactive in implementing new programs that include a diverse background.  *The Equity Self-reflection for Identified Schools* indicated 79th Street Elementary School is at a phase of ongoing growth to learn about student cultures and communities and to foster closer relationships with students and their families. Since completing last year's Equity Self-Reflection we have increased awareness of differences, cultures, and identities within our staff and students.  The student interviews revealed the following:   * Students indicated that they want to be heard and talk about how they are feeling. * Students indicated that they want an adult to talk to. * Students would like to establish meaningful relationships with adults in the building. * They want to be heard and receive support emotionally and academically.   Results from student surveys indicated that they worry about student-to-student interactions, respect, and acceptance. Most students feel the teachers care about them; however, they are concerned about how adults respond when behavior issues arise.  An analysis of staff, parent, and student surveys indicated:   * There is a disconnect in the perception of emotional health of the students. * The perception of the level of respect among stakeholders varies. * There is a need for awareness of culturally responsive practices.   In reviewing all the information, we feel this is the right commitment to pursue due to the diversity of our school, in both the academic and social-emotional areas.  This commitment aligns with commitment 2 in that in order for students to be successful academically, they need to be emotionally healthy. |

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? |
| Improving communication between students and staff | Each staff member will offer a Social Emotional Check and Connect to all students in grades 1-6 at least 3 times a week, utilizing Microsoft Reflect or Microsoft forms. The form will provide teachers with an understanding of students’ social emotional wellness to start the day.    For students that have a pattern of concerning responses, they’ll be recommended to a member of the START Team for a daily Check and Connect.  Focus Check and Connect program used to connect with students who may not have an adult to talk to, developed within the first semester. | Weekly, Check and Connect students will be monitored and discussed during formal START meetings. (Academic, Social Emotional, and Special Education meetings). | Training for teachers in Microsoft Forms or Microsoft Reflect.    Check and Connect Referral Form  Teachers and staff participation with Check and Connect |
| School Champion Team | Reinstitute School Champion Team to help identify and support students and staff dealing with trauma. | Develop a Team  Meeting Dates/Agendas  Goals of team  Results | UB ITTIC  Teacher and staff participation |
| Intentional Intervention Programming | More appropriate use of the following programs and resources:    *BASC Referral Process* – Utilizing the assessment for students in grades K-6th grade to inform the referral process to align appropriate interventions.  *Second Step* – expanded use of program for students in Grades K-6 that have the greatest area of need with our School Counselor and Social Worker.  Teachers will continue and enhance the strategies taught through BEST program (grades Pre-k-2) and Social Perspectives (grades 3-6). | Student Focus Group (Student Council) utilized to ensure student needs are being addressed.    Utilization of BASC data, Healthy Behaviors feedback, and Trauma Informed Survey information.  Tracking number of START, Counseling & discipline referrals; academic, social emotional, and disciplinary data to ensure appropriate interventions being offered. Referrals monitored and adjusted to meet the needs of students. | Schedule intervention programming during Flex time, Intervention time, or time agreeable to the classroom teacher    Wellness area in classroom and/or separate location for students dealing with individual concerns; anxiety, stress, and social emotional concerns.    Social Perspectives Program through Northpointe Council  BEST program through Mental Health Advocates of Western New York  BASC-BESS Assessment in Grades K-6 |
| Improve communication among the school community | Purposeful meetings including departmental and faculty  Investigate team strengthening activities to improve school culture and morale  Weekly & Monthly Newsletter which includes updates  Develop SQC (School Quality Council)  Utilize the PEG (Parent Education Group) to develop increased Parent involvement with academic, social emotional, and school culture activities | Survey Staff and Parents to provide feedback on enhanced communication. This will be administered in January.  Participation and cooperation of all Stakeholders  SQC is created, meetings are scheduled, and minutes are shared among stakeholders | Time needed for meetings and implementation  Teacher, staff, student, and parent participation  Microsoft Forms for Staff and Parent surveys. |
|  |  |  |  |

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 | Staff and students in my school listen to each other. |  |
| Staff Survey | As a school, we proactively reach out to students who may be having difficulty. |  |
| Family Survey | As a parent/family member, I feel connected to our school. |  |

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. |
| Focus groups will be used to measure and identify progress throughout the building. We will review our progress with improving communication with all stakeholders, creating a school champion team, and implementing intentional intervention programming to determine if any adjustments are necessary. |

# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2022-23?** | We commit to increasing achievement for all students by implementing meaningful, participatory, and engaging instruction. |
| **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?* | We believe as a school in order to engage students, instruction must be student-centered and when appropriate student driven. We also believe that learning should be relevant (connect) to students’ experiences and thinking, while providing students with opportunities to build deep understanding.  This commitment is influenced by “How Learning Happens” when it describes the interconnectedness of meaningful learning, intentionality, and agency. It is necessary that educators are responsive to students’ experiences and provide them with rich learning opportunities. Student social emotional learning and cognitive development are integral components of the educational setting that support one another.  The Equity Self-Reflection indicated that using learning targets helps students make goals for their learning and take ownership of their class. By providing learning targets and success criteria, students understand how they can become more confident and successful in their learning. Interviews and surveys shared common themes regarding the need for rigor and cooperative group work across content areas especially in math. We need to continue to identify how each individual student learns best, by differentiating instruction, to increase academic achievement. We believe as a school in order to create rigor, we must create positive/challenging classroom climate/culture to support student learning.  We feel this is the right commitment to pursue because we will be utilizing instructional best practices, to create a solid educational base, from which our students can continue to grow.  We believe this aligns with commitment 1 because if students have academic success in the classroom, then they can develop a growth mindset and, in turn, feel better about themselves academically and emotionally. |

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? |
| Expand Teacher Professional Learning & Implementation | Teacher professional learning & implementation of:  Student ownership of learning (learning target)  Engagement strategies  Success Criteria  Checking for understanding strategies that are varied and intentional | Teachers are observed using instructional best practices to engage students in learning.  Administrative walkthroughs will be used to provide feedback and collect data.  Teachers review formative and summative assessments to inform and drive instruction. | We will need time scheduled with consultants to work with our teachers.  Instructional Coach support  Grade level department meetings |
| Analysis of Student Data to drive instruction | Department meetings with instructional coaches to review and analyze data to help inform instruction.  Develop structures for a Data Dashboard (identify students for appropriate interventions)   * Create NWEA Math & ELA class and individual profile sheets for students * Review Math baseline test data to provide Math AIS * AimsWeb and PEP Data * Attendance Data * Behavior/Discipline Incident Tracking to determine appropriate interventions * Social Emotional Data (BASC-BESS data)   Develop interventions and enrichment instruction based on data analysis  Student Goal setting forms will be shared with teachers. Students will complete forms with teacher direction. | Assessment data results  Managing chronic absenteeism (20 or more days absent)  Increases in academic achievement ex. Students meeting their goal  Progress with social emotional well-being | Time  Instructional Coach support  Technology Support  Teacher and Staff support |

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 | My teachers tell me they believe I will succeed. |  |
| Staff Survey | We understand and use data-driven inquiry as a process to support effective instruction. |  |
| Family Survey |  |  |

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. |
| Focus groups will be used to determine the following:  Did students demonstrate growth from Fall to Spring on NWEA in Math and Language Arts?  Did teachers use student learning targets and goals to determine student success and engagement?  Did teachers deliver highly engaging and rigorous instruction as evidenced by walkthrough data? |

# 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.

## X 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 | Instructional Coaching |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | This supports commitment 2: “We commit to increasing achievement for all students by implementing meaningful, participatory, and engaging instruction.” |

## 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 |
| Diane Coty | Interim Principal |
| Samantha Maishak | Special Education Teacher |
| Amy Milleville | School Counselor |
| Gerald Orfano | Principal |
| Lynn Pasek | 3rd Grade Classroom Teacher |
| Ashley Rotella | 5th Grade Classroom Teacher |
| Kaylee Ulrich | Parent |
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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 |
| *Example: 4/6/21* |  |  | *x* | *x* |  |  |
|  |  |  |  |  |  |  |
| 5/9/22 | x |  |  |  |  |  |
| 6/1/22 |  | x |  |  |  |  |
| 6/8/22 |  | x | x |  |  |  |
| 6/15/22 |  | x | x |  |  |  |
| 7/1/22 |  |  | x | x | x |  |
| 7/8/22 |  |  |  | x | x |  |
| 7/18/22 |  |  | x |  | x |  |
| 7/20/22 |  |  | x |  | x |  |
| 7/27/22 |  |  |  |  | x | 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 |
| Interviewing the students allowed us to get information from their point of view. It gave us an insight on how the students feel about learning and the environment at Seventy-Ninth Street. Interviewing students from multiple grade levels gave us data to represent the entire school. Through the scope of the student responses, it is evident that the goals for next year need to be created with high academic achievement and Social-emotional learning in mind. We must continue our work using effective instructional practices that engage students, let them know and understand their learning targets, and consistently check for understanding. Students want to be heard and want their feelings validated by a caring adult each day. |

### Equity Self-Reflection

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| --- |
| Describe how the Equity Self-Reflection informed the team’s plan |
| Individually, we read the Equity Self-Reflection and came together as a team to discuss and evaluate our school. Within this discussion and findings, we were able to take a closer look at our school and identify the needs for improvement. The Equity Self-Reflection showed our strength as a school which has consistently demonstrated a welcoming and affirming environment yet emerging in the area of high expectations and rigorous instruction. |

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.