



# School Comprehensive Education Plan

## 2022-23

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

### Collaboratively Developed By:

The LaSalle Preparatory School SCEP Development Team  
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*And in partnership with the staff, students, and families of LaSalle Preparatory School*

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to building relationships between all stakeholders by promoting a safe and inclusive environment.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<ul style="list-style-type: none"> <li>• As a district, we are continuing to recover from the COVID19 pandemic.</li> <li>• After a year of regularly scheduled school, problems and issues continue.</li> <li>• Many students have experienced hardships during this time which has affected their social/emotional learning.</li> <li>• We need to create an environment in which students feel welcomed, safe, and supported.</li> <li>• Many staff members have stated that they struggled to connect with students during the past year, student behavior was an issue, and 2021-2022 was their hardest school year ever. Teachers have stated that they need more support.</li> <li>• In student interviews, students said they were struggling academically, socially, and emotionally from the pandemic, (for example they said they didn't see their friends, they worried they were behind in their classes, did not want to go against COVID19 protocols, etc.).</li> <li>• We have seen an increase of students identifying as LGBTQIA+, students in need of more emotional support, and students in need of adult/teacher connection.</li> <li>• It is common sense that we must consider the whole student in order to move them academically and this means addressing the social and emotional problems created by COVID. There was a district wide plan to address the students' social emotional learning in order to better teach students. We will be aiding this.</li> <li>• In addition, parents have been faced with multiple years of online learning and this has led to an increase in absenteeism.</li> <li>• We need to connect with parents, so they see the importance of regular attendance.</li> <li>• We believe that building the groundwork for respectful and stronger relationships will lead to stronger connections and consequently produce a happier and more successful population.</li> </ul>

## 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?
<b>Trauma Informed Care</b>	<ul style="list-style-type: none"> <li>-Social Emotional Learning lunchroom and building wing.</li> <li>-UB Trauma Institute</li> <li>-Mental Health Committee is coming out with a plan for meeting the needs of highly and moderately elevated students.</li> <li>-Students will have opportunities to join more clubs addressing race, gender, etc.</li> <li>-Increased community outreach/ presenters/ partnerships with students.</li> </ul>	<ul style="list-style-type: none"> <li>-Attendance lists for SEL lunchroom and building wing</li> <li>-Meeting with Ted from UB Trauma Institute</li> <li>-TBA from Mental Health Committee</li> </ul>	<ul style="list-style-type: none"> <li>-SEL Lunchroom/ building wing</li> <li>-UB Trauma Institute</li> <li>-Mental Health Committee</li> </ul>
<b>Communication with stakeholders</b>	<ul style="list-style-type: none"> <li>-Parent Engagement Group</li> <li>-Increased information posted through various sources such as Facebook, school website, auto-dialers, surveys, etc.</li> <li>-Department, staff, and other meetings to be held more frequently to increase communication between parties.</li> </ul>	<ul style="list-style-type: none"> <li>-Mr. Davis is actively recruiting.</li> <li>-Dates for meetings, school events, etc. will be pushed out via various sources.</li> </ul>	<ul style="list-style-type: none"> <li>-Updated calendar.</li> </ul>
<b>Clear expectations</b>	<ul style="list-style-type: none"> <li>-New discipline handbook</li> <li>-Posters with rule reminders.</li> <li>-Multiple town hall cluster meetings to discuss and review rules.</li> <li>-Training for TOSH staff.</li> </ul>	<ul style="list-style-type: none"> <li>-Deans and administration are in the process of creating a new handbook.</li> <li>-Posters for TOSH created. Similar posters to be created for other areas of the building.</li> <li>-Multiple cluster meetings to be added to the calendar.</li> </ul>	<ul style="list-style-type: none"> <li>-Posters to be made through the Teacher Resource Center.</li> </ul>

Commitment 1

		-Deans will address training for staff covering the TOSH room.	
<b>Responsibility &amp; Accountability</b>	-New discipline handbook -Posters with rule reminders. -Use of TOSH log to record attendance and incidents to be review by deans and administration. -Reviewing the policies and procedures to impact student behavior with the staff.	-See above.	-Mini videos for rules and restorative practices to be played before and after morning announcements
<b>Parent Engagement Group</b>	-Promotion of PEG though such avenues as robocalls, Facebook, the school website.	-See above.	-See above.
<b>Restorative Justice</b>	-TOSH room policy/ procedure updates. -Community building circles. -Reviewing restorative justice language and quick interactions and interventions with teachers. -Training for Restorative Justice practices for TOSH room staff.	-Initial staff meetings cover restorative practices. -Increased rollout of mini restorative practices and social discipline window to teachers through additional staff and department meetings. -Mini restorative practices to be rolled out on the morning announcements and used as a “look for” during Focus Walks. -Restorative practice posters given to the teachers. -Tosh staff to increase the implementation of restorative worksheets. Deans will collect and screen the sheets for additional issues.	-See above.

## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	-AS 11. Discipline in my school is fair – 38.5% of students strongly agree and agree. -RC 12. Students treat each other with respect. - 24.5% of students strongly agree and agree. -AS 1. Staff and students in my school listen to each other. - 46.2% of students strongly agree and agree. -CD 28 - Students in our school take responsibility for their actions. - 29.8% of students strongly agree and agree.	-The goal is to increase the percentages by 10%.
<b>Staff Survey</b>	-S 69. Student behavior does not interfere with instruction. - 20.7% of staff agree. -HW 78. Most students are emotionally healthy. - 20.7% of staff agree. -RC 12. Students treat each other with respect. - 17.2 % of staff agree. -S 77. Our school has definitive procedures in place for students who are chronic offenders and/or experiencing ongoing difficulties – 41.4 % of staff agree.	-The goal is to increase the percentages by 10%.
<b>Family Survey</b>	-C17. I discuss what my child(ren) is learning (curriculum) with teachers – 38.5% of families agree. -F. 43 Teachers contact me, not just in times of concern. - 38.5 % of families agree. -AS 8. This school helps students learn how to make things better when they do something wrong. - 50% of families agree. -SF 42. Students do not make threats against each other or get in fights based upon background/ethnicity. - 45.5% of families agree	-The goal is to increase the percentages by 10%.

## Commitment 1

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.

- Parents will receive more information from the school using various methods of communication including Remind, Facebook, the school website, auto dialer calls, etc.
- We will have increased parent involvement in the Parent Engagement Group.
- There will be a decrease in the number of discipline referrals, suspensions, and physical altercations.
- Students will feel that LaSalle Prep is a warm and welcoming place where they can learn.

## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We commit to strengthening our ability to provide students with high quality and rigorous instruction so that they can achieve academic success by actively engaging them in the classroom.</p>
<p><b>Why are we making this commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Our school's focus is developing students that are prepared for academic, personal, and civic growth. This commitment aligns with that vision since it focuses on ensuring students receive high quality, rigorous, and engaging instruction.</li> <li>• After reviewing the various data collection measures, it became apparent that students, teachers, and families felt that the instruction provided to students needed to be aligned with the following key points:             <ul style="list-style-type: none"> <li>○ Stakeholder Surveys                 <ul style="list-style-type: none"> <li>▪ In the parent survey 50% said that "my child(ren) says that their teachers explain things in different ways, so they understand"</li> <li>▪ In the student survey 31.5% said that "classes are interesting and keep my attention."</li> <li>▪ In student survey 40.5% said that "in class, we often work with partners, or in groups."</li> <li>▪ In teacher survey 20.7% said that "most students have good habits for studying."</li> </ul> </li> <li>○ Equity Self-Reflection                 <ul style="list-style-type: none"> <li>▪ Based on the Equity Self-Reflection, it shows that ASP needs to be used in a more structured manner.</li> <li>▪ The Equity Self-Reflection also showed that we need more materials for English as a New Language (ENL) students.</li> <li>▪ It is believed that student voice is not heard and they would be more engaged in classes if it was.</li> </ul> </li> <li>○ Student Interviews:                 <ul style="list-style-type: none"> <li>▪ Student interviews were conducted throughout the building and students voiced that some classes were difficult/challenging (specifically Math and ELA). They also voiced that some students don't learn as quickly as others (some teachers leave some kids behind that are "stuck"), we didn't learn much during Covid, and we need a lot of review. Students liked the freedom of doing different projects, such as, making math music videos. They liked going around the school with their best friends with the camera and having fun while still learning.</li> </ul> </li> </ul> </li> </ul>

## 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?
<b>ASP Expectations Teachers</b>	<ul style="list-style-type: none"> <li>-Each teacher holds students accountable for utilizing ASP. Clear universal expectations for ASP, no matter what teacher is in charge (Posters with clear ASP expectations in each room, etc.)</li> <li>-Teachers will use conversations held during ASP to help students both academically and socially</li> <li>-Posters with ASP expectations posted in each room.</li> <li>-Monthly meetings with administration and cluster teachers: once data is received, teachers determine if any student needs to change ASP location/student swapping etc. to better suit student success.</li> </ul>	<ul style="list-style-type: none"> <li>-Monthly meetings will be used to brainstorm ideas that will assist with any situations that are not effective.</li> <li>-% of “failing” in the school as a whole decrease.</li> </ul>	<ul style="list-style-type: none"> <li>-Posters with ASP expectations posted in each room.</li> </ul>
<b>ASP Expectations Administration</b>	<ul style="list-style-type: none"> <li>-Administration needs to clearly define expectations of teachers and students during ASP.</li> <li>-Administration holds teachers accountable for how ASP is being utilized by frequent informal walk throughs.</li> <li>-During ASP meetings, administration will promptly share feedback from walk through and open it up to discussion.</li> <li>-Administration to hold formal meetings with those teachers who are not meeting expectations.</li> </ul>	See above.	<ul style="list-style-type: none"> <li>Monthly meetings are scheduled for each team with a CLEAR agenda, list of students at risk, etc.</li> </ul>
<b>ASP Meetings Expectations</b>	<ul style="list-style-type: none"> <li>-Meetings will be held on a regular basis both as a team and as a department.</li> <li>-Administration will use informal walk throughs to identify teachers that need specific support in</li> </ul>	<ul style="list-style-type: none"> <li>-There will be a calendar of ASP meetings date and a log of meetings that have been held.</li> </ul>	<ul style="list-style-type: none"> <li>-Calendar handed out to staff in a monthly format from administration.</li> </ul>



Commitment 2

	<p>the Foundational Five, and those teachers will attend meetings with the instructional coach.</p> <p>-A survey will be administered to staff on a quarterly basis to identify areas of interest to be covered during ASP meetings.</p>	<p>-Survey results and walk-through data will be available for review.</p>	
<b>Instructional Coach Support</b>	<p>-Instructional Coach will have integrated coteaching meetings with general and special education teachers</p> <p>-Administration will use informal walk throughs to identify teachers who would benefit from conferences and push in support from the instructional coach</p> <p>-Instructional coach will provide additional support to parents struggling with understanding PowerSchool and other student assessment data</p>	<p>-A record of meetings will be kept of what teachers have received what training.</p> <p>-Walk through data will be available for review.</p>	<p>-Integrated coteaching resources will be provided to teachers.</p>
<b>AIS</b>	<p>-Math and ELA AIS teachers will teach “study skills” strategies throughout the course of the school year.</p> <p>-Instructional coach will provide AIS teachers with study skills resources.</p>	<p>-AIS teachers will gauge AIS students' progress with study skills.</p>	<p>-Study skills resources provided to AIS teachers.</p>
<b>Student Voice</b>	<p>-School wide survey to identify students' preferences and learning styles (Survey will be administered in ASP).</p> <p>-Student committee that meets monthly to discuss how their learning can be improved (instructional coach, counselors, deans, administration, and/or social workers will oversee)</p>	<p>-Quarterly survey (administered in ASP) to assess students' perspective on learning.</p>	<p>-Monthly meetings will be held with the student committee.</p>

## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	-T23. I am comfortable asking questions in class 42.9% of students agree. -T21. Classes are interesting and keep my attention 31.5% of students agree. -T18. In class, we often work with partners, or in groups 40.5% of students agree. -C6. Our school curriculum (work) is challenging 39.7% of students agree.	-The goal is to increase the percentages by 10%.
<b>Staff Survey</b>	-T59. We have an effective RTI program which provides targeted assistance for students in need. 48.6% of staff agree. -PS48. Most students have good habits for studying. 27.3% of staff agree.	-The goal is to increase the percentages by 10%.
<b>Family Survey</b>	-T17. I discuss what my child(ren) is learning (curriculum) with teachers 38.5% of parents agree. -T25. My child(ren) say that their teachers explain things in different ways, so they understand 50.0% of parents agree. -C16. Training is provided to families in understanding student performance and test results 53.8% of parents agree.	-The goal is to increase the percentages by 10%.

## Commitment 2

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.

- Based on survey results, we strive to see an increase of study skills
- Students will feel their voice is heard in their own learning more often.
- There will be an increase of ASP meetings to allow teachers to collaborate and teachers will feel administration shares the data from walkthroughs.
- Students are working, reading, studying, etc. during ASP and AIS.
- The number of students failing multiple subjects will decrease.
- There is an established schedule, that is shared with teachers, that provides teachers with meeting times for collaboration across content areas and Foundational Five trainings, as needed.

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

## Evidence-Based Intervention

### 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

#### Clearinghouse used and corresponding rating

- What Works Clearinghouse**
  - Rating: Meets WWC Standards Without Reservations
  - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
  - Rating: Top Tier
  - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
  - Rating: Model Plus
  - Rating: Model
  - Rating: Promising

### School-Identified

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

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## 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
Kathleen Urban	Principal
Roland N. Davis III	Assistant Principal
Noelle Gaetano	Dean of Students
Laura McGuinness	Social Worker
Jessica Kulbago	Librarian
Jolene Nearhood	Special Education Teacher
Justin Speidel	General Education Teacher (Math)
Megan Glasser	General Education Teacher (Social Studies)
Tina Ligammare	Instructional Coach
Julianna Duncan	General Education Teacher (ELA)
Toni Moccio	Parent
Chloe Long	Parent
Tina Pugh	Parent

## Our Team's Process

### 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
5/20/2022	X	X				
6/8/2022	X	X				
6/24/2022			X	X		
7/6/2022			X	X	X	
7/8/2022			X	X	X	
7/15/2022			X	X	X	
7/26/2022			X	X	X	

## Learning As A Team

### Directions

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

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

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

### Equity Self-Reflection

#### **Describe how the Equity Self-Reflection informed the team's plan**

The Equity Self-Reflection provided us with insight into how staff perceive the learning and culture of the building. It also showed us areas we needed to address to create a positive environment for all stakeholders.



## Next Steps

### Next Steps

1. **Sharing the Plan:**
  - a. **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.
  - b. **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.
  - c. **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):
  - a. Ensure that the plan is implemented no later than the first day of school
  - b. Monitor implementation closely and make adjustments as needed
  - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
  - d. 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.