



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Niagara Falls City	79 th Street School	Pre-K-6th

Collaboratively Developed By:

The 79th Street Elementary School SCEP Development Team

And in partnership with the staff, students, and families of 79th 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

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 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](#)
- [Envision: Exploring Our Vision, Values and Aspirations](#)
- [Analyze: Internal and External Data](#)
- [Analyze: Survey Data](#)
- [Analyze: Tenet 1 Systems and Structures Inventory](#)
- [Listen: Interviewing Students](#)
- [Putting it all Together: SCEP Planning Document](#)
- SCEP Sample: [Cohesive, Relevant Curriculum](#)
- SCEP Sample: [Deepening Connections](#)
- SCEP Sample: [Graduation Through Relationships](#)
- SCEP Sample: [Graduation and Success Beyond HS](#)

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to recognizing and understanding the diverse needs in our school community by strengthening connections and deepening relationships, while cultivating a positive and safe school environment.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none">• <i>How does this Commitment fit into what we envision for the school?</i>• <i>How does this Commitment relate to what we heard when listening to others?</i>• <i>How does this Commitment connect to what we observed through analysis?</i>	<p>We believe as a school community that our building should be a safe place where everyone (staff, students, parents/guardians) is respected, affirmed, valued, and viewed as partners for learning. Families possess their own assets, knowledge, and abilities which should be valued and included.</p> <p>This commitment emerged because our school community is composed of a variety of diverse backgrounds and cultures. Therefore, we must explore options to bring awareness and encourage reciprocal communication. By including stakeholders, we can be proactive in implementing new programs and learning that supports our diverse student population, staff and families.</p> <p>The student interviews/surveys revealed the following:</p> <ul style="list-style-type: none">• Sixty percent of the students indicated that they feel safe, but 40% indicated they did not always feel safe.• Students indicated that they would like to be treated with respect by their peers.• Students would like to establish meaningful relationships with adults in the building. <p>Results from student surveys indicated that they worry about student-to-student interactions, respect, and understanding diverse backgrounds. Most students feel safe; however, our goal is to make everyone feel safe.</p> <p>An analysis of family/guardian survey indicated:</p> <ul style="list-style-type: none">• Parents indicated that they would like more positive communication between teachers as well as updates on what their children are learning.• Parents enjoy all the afterschool clubs and events• 40% of parents feel that the school needs a structure to address bullying. <p>An analysis of staff survey indicated:</p> <ul style="list-style-type: none">• Staff indicated that most students treat each other with respect.• There is a need for awareness of culturally responsive practices.

Commitment 1

- Staff believe most students demonstrate being emotionally healthy. However, 40% of the student population need support to develop their emotional health.

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.

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 <i>(Complete at the end of the year)</i>
End-Of-The-Year Goals	Student Survey/Interviews	75% of students indicate they feel safe.	
	START Data	100% of students with social-emotional/behavioral START referrals will be reviewed and monitored.	
	Family Survey	75% of families share that they are contacted at times other than when there is a concern.	
	Staff Survey	75% of students treat each other with respect. 75% of students in our school take responsibility for their actions.	
	Discipline Referrals	Decrease in the number of referrals by 10% due to positive behavior supports in the classroom and the school, students feeling safe, morning check-ins, and identifying needed support early.	

Commitment 1

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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey	I do not worry about being safe in my school. 60% feel safe (Spring 2023)	75%	
Staff Survey	Students in our school take responsibility for their actions. 59.4%	75%	
	Students treat each other with respect. 68.8%	75%	
Family Survey	Teachers contact me, not just in times of concern. 64.7%	75%	

Commitment 1

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)	Student Survey/Interviews	70% of students indicate they feel safe.	
	START Data	100% of students with social-emotional/behavioral START referrals will be reviewed and monitored.	
	Family Survey	70% of families share that they are contacted at times other than when there is a concern.	
	Staff Survey	70% of students treat each other with respect. 70% of students in our school take responsibility for their actions.	
	Discipline Referrals	Decrease in the number of referrals by 5% due to positive behavior supports in the classroom and the school, students feeling safe, morning check-ins, and identifying needed support early.	

Commitment 1

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? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Morning check-in Check & Connect	Established routines for morning check-in are in place. All staff are aware of where to find the form and it is being utilized and monitored consistently by staff.	
Adult/Schoolwide Behaviors and Practices	School Champion Team School Quality Council (SQC) Team	A team has been established and purpose, structure, meeting dates determined. A team has been established and purpose, structure, meeting dates determined.	
Student Behaviors and Practices	Morning Check-ins	Being used consistently in the classroom and monitored by the teacher daily. Student issues are addressed appropriately.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Safety Committee</p>	<p>Utilize safety committee to help inform staff, students, and parents.</p> <p>Support teachers with information/guidance on how to share information with students about the purpose of safety drills, tragic events, etc.</p> <p>Transparency with schedule for safety drills with students and staff. Communication with families about safety drills.</p>	<p>Training/review of safety procedures with all staff.</p> <p>Share mandated safety procedures with staff: 8 fire drills 4 lock-downs Shelter in Place Evacuation Drill Lock-out</p> <p>Faculty meetings, grade level meetings, monthly newsletter, and all-calls. Informational sheet for families on safety drills.</p>
<p>School Champion Team</p>	<p>Enhance the school Champion Team to provide trauma informed care to staff and students in need.</p> <p>Revise structure and purpose of the School Champion Team to include follow-up notes to staff.</p>	<p>Establish Consistent School Champion Team.</p> <p>Connect with UBITTIC</p> <p>Team establishes purpose and structure of the team.</p> <p>Establish meeting dates and times.</p> <p>Establish the process for sharing the information with staff.</p>

Commitment 1

<p>Continue & enhance communication between students and staff</p>	<p>Continue with our school-wide Social Emotional morning check-in for all students in grades 1-6. Teachers will utilize the form daily. The form will provide teachers with an understanding of students' social emotional wellness to start the day. If there are 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.</p> <p>Establish awareness of bullying prevention.</p> <p>Consistency with Morning Check-in for each classroom.</p> <p>Continuing Student Council initiatives.</p>	<p>Microsoft Form/Morning check in form START team for Check and Connect Champion Team can review the Check & Connect and daily check-ins Introduce Restorative Justice Practices to staff</p> <p>A bully-free club Create a slogan, signs, etc. Celebrate National Stop Bullying Day on the second Wednesday in October Continue anti-bullying activities in the month of October Bullying presenter/assembly</p> <p>Establish process for sharing information with classroom teachers and special area teachers.</p> <p>Funding to support Student Council initiatives Support from teachers and parents</p>
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Commitment 1

<p>Continue & enhance communication between school and community/families</p>	<p>Weekly & Monthly Newsletter which includes updates about curriculum and the classroom activities.</p> <p>Utilize the PEG (Parent Education Group) to develop increased Parent involvement with academic, social emotional, and school culture activities</p>	<p>Develop a template for staff to use as a newsletter in their classroom.</p> <p>Funds for PEG events. Possible funding for training families to learn how to read data shared from NWEA/AimsWeb.</p>
<p>SQC (School Quality Council)</p>	<p>Continue with our School Quality Council to utilize the shared decision-making process to improve the school community.</p>	<p>Funding for school wide activities approved by the SQC. Allow all stakeholders to provide input in the decision-making process</p> <p>Funding for updating and improving the school playground.</p>
<p>Diversity Training</p>	<p>Plan diversity training for staff.</p>	<p>Funding for training. Possible multiple sessions limit to one hour or less</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We commit to using a variety of strategies to collect and analyze data, which will inform instructional decisions, encourage student engagement, and increase achievement.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>We believe as a school to highly engage students in their learning, instruction must be student-centered, student voice heard, and include critical thinking skills. Learning should connect to students’ experiences, thinking, and real life, while providing students with opportunities to build deep understanding around diverse content and experiences.</p> <p>This commitment 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.</p> <p>The student interviews/surveys revealed the following:</p> <ul style="list-style-type: none"> • Students indicated that they like the “I can” statements and it helps them stay on task. • Students indicate a need for support for developing study habits. • Students indicate they are able to focus and concentrate in school most of the time. <p>An analysis of family/guardian survey indicated:</p> <ul style="list-style-type: none"> • Parents would like more information on what is going on in the classroom academically. • Parents indicate they would like more progress updates on data and curriculum. • 68% of parents feel as though behavior does not interfere with instruction. <p>An analysis of staff survey indicated:</p> <ul style="list-style-type: none"> • 51% of staff report student behavior does not interfere with instruction. • 30% of teachers believe we do not have an effective RTI program for students who require more support. • Staff indicated a need to work across grade levels to provide an integrated approach to student learning. • Staff indicated that as a school, we need to provide students with the opportunity to reflect on their learning and keep track of their own progress.

Commitment 2

This commitment emerged as one to pursue because the staff will implement the best instructional practices, create a solid educational base, from which our students can continue to grow, academically and social- emotionally.

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.

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 <i>(Complete at the end of the year)</i>
End-Of-The-Year Goals	Student Survey/Interviews	75% of the students can concentrate and focus on their schoolwork. 70% of the students have developed better study habits.	
	START Data	100% of students with START referrals due to academics will be reviewed and monitored.	
	Family Survey	78% of teachers discuss what my child(ren) is learning (curriculum) with teachers. 78% of parents receive specific test/assessment information about my child(ren)'s progress. 60% of students' behavior does not interfere with instruction.	

Commitment 2

	Staff Survey	85% of staff feel we have created structures so that students are able to reflect on their learning and keep track of their own progress.	
	NWEA	An increase in students meeting NWEA projected growth and national norm scores.	
	AimsWeb	An increase in students meeting their target scores for all subtest areas.	

Commitment 2

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	I have good habits for studying. 57.6%	70%	
	I am able to concentrate and focus on school. 69%	75%	
Staff Survey	Student behavior does not interfere with instruction. 51.5%	60%	
	As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress. 78%	85%	
Family Survey	I discuss what my child(ren) is learning (curriculum) with teachers. 68.4%	78%	
	I receive specific test/assessment information about my child(ren)'s progress. 72.2%	78%	

Commitment 2

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 <i>(complete when reviewing mid-year data)</i>
<p>Mid-Year Benchmark(s)</p>	<p>Student Survey/Interviews</p>	<p>70% of the students can concentrate and focus on their schoolwork.</p> <p>65% of the students have developed better study habits.</p>	
	<p>START Data</p>	<p>100% of students with START referrals due to academics will be reviewed and monitored.</p>	
	<p>Family Survey</p>	<p>73% of teachers discuss what my child(ren) is learning (curriculum) with teachers.</p> <p>75% of parents receive specific test/assessment information about my child(ren)'s progress.</p>	
	<p>Staff Survey</p>	<p>55% of student behavior does not interfere with instruction.</p>	

Commitment 2

	NWEA	80% of staff feel we have created structures so that students are able to reflect on their learning and keep track of their own progress.	
	AimsWeb	An increase in students meeting NWEA projected growth and national norm scores. An increase in students meeting their target scores for all subtest areas.	

Commitment 2

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? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (<i>complete six to ten weeks into the school year</i>)
Student Data	Attendance	A 2% decrease in chronic absenteeism.	
Adult/Schoolwide Behaviors and Practices	Classroom procedures and routines are implemented. Established grade level meetings schedule to review data.	100% of classrooms have established procedures and routines in place. 1-2 grade level meetings have occurred at each grade level to review data.	
Student Behaviors and Practices	Classroom procedures and routines	Students are consistently following the classroom procedures and routines.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Analysis of Student Data to drive instruction</p>	<p>Department meetings with instructional coaches to review and analyze data to help inform instruction.</p> <p><u>Start to develop structures for a Data Dashboard (identify students for appropriate interventions)</u></p> <ul style="list-style-type: none"> • Continue with our NWEA Math & ELA class and individual profile sheets for students • Continue to review Math baseline test data to provide Math AIS • Review AimsWeb and PEP Data • Attendance Data • Continue with Behavior/Discipline Incident Tracking to determine appropriate interventions • Social Emotional Data (BASC-BESS data) • Review NYS testing data <p>Develop interventions and enrichment instruction based on data analysis</p> <p>Student Goal setting forms will be more consistent and utilized from Spring of kindergarten through 6th grade. Students will complete forms with teacher direction.</p>	<p>Review with staff reading and analyzing NWEA & AimsWeb data.</p> <p>Consistent use of the NWEA goal setting sheet, model how to conference with students (share video).</p> <p>Review of process of how to use data to establish flexible student groups for Math and ELA.</p> <p>Grade level meetings to review and analyze NWEA data and AimsWeb data and other formative assessment data.</p> <p>Begin to develop a digital visual data dashboard. Contact district technology coach for assistance.</p>

Commitment 2

<p>Student Achievement Incentives</p>	<p>After the Winter & Spring NWEA test teachers will review their data sheets with students to see who increased their scores and met their projected growth and fell within the national norm for their grade level. (For grades 1-6 Winter and K-6 Spring)</p> <p>Student of the Month Celebration to recognize students' achievement in the classroom.</p> <p>Perfect attendance will be recognized after each trimester with a certificate and pencil. Pizza Party for students who have perfect attendance all year.</p>	<p>Funds for rewards for students that met their goal. Student goal setting sheets and class profile sheets provided to Teachers.</p> <p>Funds for the monthly ceremony, including certificates, awards, pencils, food etc.</p> <p>Funds for the rewards, certificates, ceremony, pencils, food etc.</p>
<p>Continue Teacher Professional Learning & Implementation</p>	<p>Continue with Teacher professional learning & implementation of:</p> <ul style="list-style-type: none"> • Student ownership of learning (learning target) • Engagement strategies • Success Criteria • Checking for understanding strategies that are varied and intentional 	<p>Schedule and topics for professional development.</p>

Commitment 2

	<p>Continue and improve the use of Classroom management:</p> <ul style="list-style-type: none">• Rituals & routines• Classroom jobs• Organization of materials• Agenda• Morning check-in• Establish classroom expectations	<p>Funds for student planners to support organization for grades 2-6, take home folders pre-k through grade 6</p>
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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	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	<u>This supports commitment 2:</u> "We commit to using a variety of strategies to collect and analyze data, which will inform instructional decisions, encourage student engagement, and increase achievement."
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Through interviews and surveys students indicated that they like engaging activities during lessons which keep them alert and focused on what they are learning. Students also like working in small groups and working toward their goals identified by their teacher.

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:

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)	

Evidence-Based Intervention

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
Mr. Gerald Orfano	Principal
Mrs. Lynn Pasek	Lead PEP Teacher
Ms. Amy Milleville	School Counselor
Mrs. Jennifer Yost	Kindergarten Teacher
Mrs. Ashley Rotella	5 th Grade Teacher
Ms. Samantha Maishak	Consultant Teacher
Ms. Kaylee Ulrich	Parent

Our Team's Process

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
6/1/23	X		X				
6/2/23			X	X			
6/6/23		X		X			
6/12/23	X		X				
6/28/23			X			X	
7/6/23							X
7/14/23							X
7/17/23						X	X
7/18/23						X	
8/30/23							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

Interviewing the students allowed us to get information from their point of view. It gave us an insight on how the students feel about academics and social emotional issues they encounter at Seventy-Ninth Street. Interviewing students from grades 2-6 gave us data to represent the entire school. Through the scope of the student responses, it is evident that goals need to be created with our focus centered on continued academic achievement and Social-emotional learning. We must continue our work using effective instructional practices that engage students. We must also recognize the need for cultivating a positive and safe school environment.

Next Steps

Next Steps

1. **Sharing the Plan:**

- a. **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.
- b. **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.
- c. **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):

- a. Ensure that the plan is implemented no later than the first day of school.
- b. Monitor implementation closely and adjust 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.