



School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
Niagara Falls City School District	Harry F. Abate	Gr 2-6

Collaboratively Developed By:

The Harry F. Abate SCEP Development Team:

- Lynne Tompkins Principal**
- Angela Manella Assistant Principal**
- Cathy Touma D'Angelo School Counselor**
- Dasha Colvin Teacher**
- Lauren Nelson Teacher Special Ed**
- Mya Syposs Teacher**
- Trish Hennegan Teacher**
- Janelle Brydges Teacher**
- Jennifer Mettler Teacher Parent Group**

In partnership with the staff, students, and families of Harry F. Abate Elementary School.

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to educating and proactively involving students in their differentiated educational programs.</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 are making this commitment because all students deserve to have their individual needs met so that their potential is maximized.</p> <p>The School Performance Scan indicated that many students are currently unable to accept corrective feedback, and that the students do not believe they are going to be successful. Additionally, the Student Voice Survey indicated that the students feel they do not have appropriate study skills. Finally, the Parent Engagement Survey indicated that many parents believe that child(ren) are not required to self-monitor their progress and keep track of their own learning.</p> <p>Furthermore, data collected through classroom walk-throughs supports the need to provide more consistent and meaningful differentiated instruction to meet the students' diverse academic needs.</p> <p>As noted in, <i>Five Strategies for Creating a High-Growth School</i> (Soar Learning and Leading Collaborative, 2015; Page 9), revised and modified instructional activities, and added differentiation, leads to student achievement.</p>

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	<ul style="list-style-type: none"> • Walk-through data • ELA Trimester Assessment • AIMSweb • NWEA ELA/Math (Growth Index) • Math AIS Program Data 	We hope to see an increase in student achievement and the students' ability to identify their relative strengths and weaknesses.	

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	45: I am able to concentrate and focus on school. (61.9%)	67%	
	48: I have good habits for studying. (59.8%)	64%	
Staff Survey	60: Most students believe they are going to be successful. (46.7%)	51%	
	67: Our students accept corrective feedback. (45.0%)	50%	
	84: We are able to help families to set high expectations for their children. (55.9%)	61%	
	45: Students in this school have strategies to track their own learning. (68.4%)	73%	
Family Survey	30: My child(ren) is required to self-monitor their progress and keep track of their own learning. (59.1%)	64%	

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)	<ul style="list-style-type: none"> • Walk-through data • ELA Trimester Assessment • AIMSweb • NWEA ELA/Math (Growth Index) • Math AIS Program Data 	We hope to see an increase in student achievement and the students' ability to identify their relative strengths and weaknesses.	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Baseline data and Diagnostic Assessments, Completed SMART Goals	Increased student engagement during assessment. Teachers monitor progress on achieving a short-term academic goal.	
Adult/Schoolwide Behaviors and Practices	Opening of Schools Professional Development to include Guided Reading, NWEA/ AIMSweb Intervention	Increased staff knowledge base so that teachers can communicate individualized student data to students and parents to personalize success.	
Student Behaviors and Practices	Clearly established classroom routines and rituals around goal setting	Increased student ownership over their academic and behavioral goals	

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>Administrative Walk-throughs for Guided Reading</p>	<p>Scheduling and facilitating formal walk-throughs on Guided Reading, with the use of a shared rubric</p>	<p>Admins GR implementation rubric</p>
<p>Administrative Walk-throughs for Response to Intervention (RTI)</p>	<p>Scheduling and facilitating formal walk-throughs on RTI, with the use of a shared rubric</p>	<p>Admins RTI implementation rubric</p>
<p>Administrative Walk-throughs for Academic Intervention Services (Math and ELA AIS)</p>	<p>Scheduling and facilitating formal walk-throughs on AIS, with the use of a shared rubric</p>	<p>Admins AIS implementation rubric</p>
<p>Academic and personal SMART Goal setting with students</p>	<p>Data analysis and planning with students</p> <p>Teachers facilitate scripted lesson setting, monitoring and revising SMART Goals</p> <p>Embedded mini lesson on NWEA and its instructional implications/benefits</p> <p>Teachers and Students will use multiple data sources, rubrics, conferences and individual communication to allow self-assessments and revision of work/goals</p> <p>Parent notification</p> <p>School counselor/Social Worker describe the steps in setting and working toward personal SEL goal achievement</p>	<p>Teachers SMART Goal setting form</p> <p>NWEA data Fall-Winter- Spring- NWEA Goal Setting Worksheet</p> <p>Teachers notify parents of individual student academic and SEL goals.</p>
<p>Implementing student self-reflection/conferences to identify relative strengths and weaknesses</p>	<p>Teachers provide students with timely feedback</p> <p>Students monitoring errors and making corrections to increase understanding and awareness of the topic</p>	<p>Teachers conference with individual students and provide appropriate interventions</p>

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to providing diversified social-emotional learning, which will increase and sustain the student attendance rate.</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 are making this Commitment because there is a direct correlation between social-emotional well-being, attendance, and student achievement.</p> <p>This Commitment fits into what we envision for the school because we want to put an emphasis on motivating students to attend school to gain the proper skills to regulate their social-emotional well-being needed to perform successfully.</p> <p>This Commitment will help to identify individual student barriers which affect their social-emotional well-being, attendance, and student achievement.</p> <p>This commitment relates to what we heard when listening to others because the SCEP Student Data Collection 2023 shows that 53% of students report that they feel their attendance has affected their learning.</p> <p>This Commitment relates to what was determined after analyzing 2022-2023, year-end data as follows (absentee rates):</p> <table border="1" data-bbox="678 1276 1446 1738"> <thead> <tr> <th></th> <th>PERCENTAGE OF STUDENTS</th> <th>MAY/JUNE (>= 20 Days)</th> </tr> </thead> <tbody> <tr> <td rowspan="5">% CHRONICALLY ABSENT TRENDS 2022-2023 (GRADES 2-6)</td> <td>Grade 2</td> <td>14%</td> </tr> <tr> <td>Grade 3</td> <td>39%</td> </tr> <tr> <td>Grade 4</td> <td>36%</td> </tr> <tr> <td>Grade 5</td> <td>46%</td> </tr> <tr> <td>Grade 6</td> <td>50%</td> </tr> </tbody> </table>		PERCENTAGE OF STUDENTS	MAY/JUNE (>= 20 Days)	% CHRONICALLY ABSENT TRENDS 2022-2023 (GRADES 2-6)	Grade 2	14%	Grade 3	39%	Grade 4	36%	Grade 5	46%	Grade 6	50%
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	Grade 6	50%													

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	Data Dashboard Attendance Records	Reduction of student absenteeism	

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	HW78: I believe I am emotionally healthy. (64.7%)	70%	
Staff Survey	S77: Our school has definitive procedure in place for students who are chronic offenders and/or experiencing ongoing difficulties. (60.0%)	65%	
	HW78: Most students are emotionally healthy. (25.0%)	30%	
Family Survey	According to the parent involvement comments, "More involvement in their children's education." C16: Training is provided to families in understanding student performance and test results. (62.5%)	70%	

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>
Mid-Year Benchmark(s)	Attendance and BASC-3 baseline data	A decrease in chronic student absenteeism, START referrals and identification of students at-risk	

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 data	A decrease in chronic student absenteeism	
Adult/Schoolwide Behaviors and Practices	Monitoring student attendance, START referrals	Restorative practices, conflict resolution, positive interactions between students and adults, and decreased scores from the previous school year on the BASC-3 assessment	
Student Behaviors and Practices	Student interviews and continuous check-ins	Students feel more connected to school and gain the ability to identify their emotions along with appropriate coping skills	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Chronic absenteeism anecdotal log	Teachers make the first call home after two days out and record on the log. After five days, a counselor calls parents to ask how they may assist in their child/s attendance. At ten days out, the counselor initiates a letter to the parent or guardian. At fifteen days, the administrator reaches out for a phone conference or requests an in-person meeting. At twenty days, a possible hotline call. Meanwhile constant communication by phone or home visit is being conducted.	TEAMS Chart Generate a list of students who have been out ten or more days Letters sent home to parents Phone Log Conferences with Parent/Guardian
Frequent monitoring of chronic absenteeism	Analyzing Power School data and inputting on Data Dashboard	Data report for absenteeism

Commitment 2

School-wide Attendance incentives	Student of the Month and Attendance Certificates as well as ice cream social for good attendance at each quarter with a ticket for a chance to win a bike in June	Create attendance certificates Order ice cream Schedule Cafeteria Space Quarterly raffle tickets to be given to students who earned them Spirit week to build community
Trusted Adult mentors	When a student is identified as having an attendance issue or being at-risk an interview will be done to identify motivators/incentives for them to come to school and an adult, they feel close with to meet with periodically	Enhanced student support team member pairings with students
BASC SEL and Attendance Groups	Will be taught strategies for them to come to school, self-esteem and coping mechanisms	START Team planning and implementation of BASC groups
Increased In-School Celebrations	School-wide buy-in and participation, classes attend in-school celebrations to support their peers	Teacher participation and adherence to deadlines. Administrative Team and Building Committee
ITTIC Collaborations	Teachers and staff seek out support from ITTIC, teachers practicing self-care, applying knowledge of trauma-informed care into classroom practices	Champion Team Wellness initiatives
Move This World	Student complete reflections to think about and plan for corrective action, students practicing strategies and using Emogers	Utilize the Reflection page from MTW to help find out student's motivations and needs

COMMITMENT 3

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

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>We are committed to building and maintaining positive relationships with families in an atmosphere of reciprocal communication where there is trust, respect, shared information and accountability.</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"> • How does this Commitment fit into what we envision for the school? • How does this Commitment relate to what we heard when listening to others? • How does this Commitment connect to what we observed through analysis? 	<p>We are making this Commitment because strong relationships with families is the foundation for academic achievement.</p> <p>A significant noticing, that speaks to the need to increase family engagement, is that only 4% of our parent population completed the Family Engagement Survey.</p> <p>The commitment fits into what we envision for the school because when parents are involved in the school community and their child’s education, the overall well-being of the student improves dramatically.</p>

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>
<p>End-Of-The-Year Goals</p>	<p>25% of all parents/guardians complete the end of the year Family Engagement survey</p>	<p>A comprehensive understanding of how the parents/guardians would like to be involved in our school environment and possible areas for growth.</p>	

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>
<p>Student Survey</p>	<p>29: My family goes to school events and conferences (52%)</p>	<p>57%</p>	

Commitment 3

Staff Survey	F84: We are able to help families to set high expectations for their children. (55.9%)	60%	
Family Survey	Only 25 parents completed our survey. (4%). "More parent involvement in their children's education."	25%	

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)	Event participation data	Increased family participation in school wide events	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (Identify Quantitative Data or Qualitative Descriptors in this space)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	Parent sign-ins, surveys and participation in Fall events	Increased participation in school wide activities	
Adult/Schoolwide Behaviors and Practices	Electronic communication platform – REMIND, Class DOJO	Increased reciprocal communication by parents/guardians	
Student Behaviors and Practices	Participation in school-wide events and activities	Increased student participation and enjoyment in community building activities	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Updated student registration and contact information	Providing an opportunity to check registration information for accuracy	Secretarial support and advanced preparation of registration information for distribution
Administer an abridged Family Engagement Survey at Open House	Technological survey readily available for parents on Open House nights in the classroom	Create electronic survey and plan to administer to parents at Open House
Increase celebrations and events that encourage family participation	Student of the Month celebrations. Greater participation in school-wide events: Fall festival, Extended Day Club expo, STEM night, Family Game Night	Community engagement Staff participation Calendar of events
School-wide Family Engagement Committee	Staff members brainstorm, plan and facilitate multiple family-centered events throughout the school year	Create a Family Engagement Committee and meet monthly to brainstorm and plan school functions and then put to Building Committee for approval

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
Lynne Tompkins	Principal
Angela Manella	Assistant Principal
Janelle Brydges	Teacher
Jennifer Mettler	Teacher/Parent
Mya George-Syposs	Teacher
Trish Hennegan	Teacher
Lauren Nelson	Special Education Teacher
Dasha Colvin	Teacher/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
5/25/23	X			X	X		
6/6/23	X				X		
6/27/23		X	X			X	
7/17/23		X	X			X	X
7/24/23						X	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

Implication Statement 2023-2024

Questions 3, 4, and 10 from SCEP Student Data Collection 2023

If students feel safe, heard, seen and cared about at school, it will increase their ability to show respect for teachers and students and increase their personal responsibility for their learning.

Question 3 - I feel safe at school.

- 53% of students answered always, and 47% answered often or sometimes.

Question 4 – I feel heard, seen, and cared about at school.

- 40% of students answered always
- 60% of students answered often or sometimes

Question 10 – I show respect for teachers and students.

- 57% of students answered always
- 43% of students answered often or sometimes