

**School Comprehensive Education Plan**

2022-23

|  |  |  |
| --- | --- | --- |
| District | School Name | Grades Served |
| Niagara Falls | Maple Avenue | Pre-K-6 |

|  |
| --- |
| Collaboratively Developed By: |
| Delete the red text upon completion.  The Insert School Name SCEP Development Team  (SCEP Team Members: consider including a list of team members’ names here)  *And in partnership with the staff, students, and families of INSERT SCHOOL NAME.* |

# Guidance for Teams

## Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

## Commitments

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

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

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

## Strategies

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

## Resources for Team

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

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

# COMMITMENT 1

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2022-23?** | We at Maple Avenue Elementary commit to “every child feeling safe, respected, supported, and having a true sense of belonging.” |
| **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?* | The Maple Avenue School community is mindful and aware of signs that a child or adult may have experienced trauma. It’s our intent to create a safe environment that will allow all stakeholders to feel safe and secure in their learning and working environment. We chose belonging from the “How Learning Happens” document. It states, “Relationships play a central role in a child’s development; having a web of sustained and supportive human connections is crucial to every young person’s well-being, learning, and sense of belonging.” We also gathered important data from the Equity Self Reflection for Identified Schools, the Student Voice Survey, the teacher Performance Scan, the Family Engagement Survey, and data analysis from the student interviews sample group. In the Maple Student Voice Survey 40% of Maple students feel unsafe in school. In the Performance Scan, 40% of teachers feel that we do not do enough events for families, encouraging a partnership of learning. We support this statement by recognizing that students are going to need significant support from all Maple Avenue stakeholders in the 2022-23 school year. |

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? |
| All classrooms will continue to implement the Character Counts program. | Staff will meet with the director of Character Counts to build the culture in the classroom with support of literature, videos, and exercises. | * Focus groups with students that are led by school counselor * Plan book walk-through by principal to ensure CC is scheduled at least 4x/week. | Character Counts training for new staff with regional director. |
| Administration/Teachers will create a welcoming and inclusive environment for students and families. | Build an environment that includes school-family bonding activities. Both academic & social celebrations. | Quarterly school celebration | Spring and Winter musical, talent show, Nickle City Reptile Show, Niagara Greenway Bike Ride/Guided Historical Tours. |
| Create a Student Leadership Council | Train students in Character Count pillars and Trauma Informed Care practices. | Students will be trained by September 2022. The following year new team of students will be trained by Spring 2023. | PowerPoint Training, Character Counts Leadership Cohort  UB Trauma Informed Care |

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 | I believe I am emotionally healthy. | 80% |
| Staff Survey | We have events for families, encouraging a partnership for learning. | 75% |
| Family Survey | My child is required to self-monitor their progress and keep track of their own learning. | 70% |

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. |
| As a result of COVID-19 pandemic, we have had issues implementing previous or new initiatives. Due to high staff turnover, we decided to keep many of our 2020-2021 strategies for ‘Feeling safe, respected, supported, and sense of belonging.’ We look forward to our renewed partnership with the Character Counts Initiative. |

# COMMITMENT 2

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2022-23?** | We at Maple Avenue are committed to every child having strong, trusting relationships with adults and peers. Additionally, we are committed to strengthening the home-school connection with families. |
| **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?* | Maple Avenue School is excited to welcome all students and families back for the 2022-23 year. We chose this commitment because it’s important to continue with our work from last year’s SCEP plan in building relationships with students and families. We chose relationships from the “How Learning Happens” document. It states, “Adults in a school community setting play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential.” Along with feedback generated from the Equity Self-Reflection for Identified Schools we felt focusing on relationships is crucial to our plan. The Student Voice Survey, Performance Scan, Family Engagement Survey, and data analysis from student interviews also provided vital information in choosing this commitment. In the Student Voice Survey 47% of students treat each other with respect, and only 49% of students in school take responsibility for their actions. In the Performance Scan only 68% of staff and students at Maple listen to each other. Our student interviews tell us that students desire to be part of clubs and extra-curricular activities that deliver social interaction and strong relationships with adults and peers. |

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? |
| Quality instruction involving students to problem solve, think critically, and do so in a group collaborative setting | * Various opportunities for professional development for teachers. * Instructional Coach/AIS Math support. | * Principal data walk-through * Student interaction and group activities | * Differentiated Learning * Student voice * Learning targets * Plan book review |
| Creating a positive relationship with parents, sharing information they need to become a partner in the education of their child. | * Assist families in understanding their child(ren)s report card and assessment data (in-person parent meetings/video tutorial). * Maintain and reinforce a parent communication structure including, both positive and beneficial outreach regarding students. Also maintain contact log. * School safety meetings with parents. | * Survey * Meeting with teachers, part of the 5-hour teachers requirement needed to complete for parent conferences * Positive parent logs. | * Facebook school web-page * Remind App * School All-Call * Phone calls / meetings with parents. |
| Increase opportunity to connect with parents. | Planning events and social engagements between the school community and families. | * Participation outcomes * Seasonal/quarterly activities will be planned by the beginning of 2022-2023 school year. | * 100-Day Celebration * Bike Rides * Walk-a-thon * Student of the Month * Academic nights * Concerts/Talent Shows |

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 | Our school is positive and fun. | 75% |
| Staff Survey | We have events for families encouraging a partnership for learning. | 70% |
| Family Survey | Students treat each other with respect. | 70% |

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. |
| Post COVID-19 school atmosphere, we are excited to offer in-person events and celebrations again. We are eager to increase parent engagement and participation. We are committed to strengthening home and school connections with families. |

# COMMITMENT 3

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

Our Commitment

|  |  |
| --- | --- |
| **What is one commitment we will promote for 2022-23?** | We at Maple Avenue School commit to challenging and meeting the learning needs of high achieving students. |
| **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?* | Maple Avenue School is mindful and aware of high achieving students leaving our school community. It is our intent to create a challenging environment that meets the learning needs of high achieving students. Our student interviews revealed that 4 out of 12 students expressed the desire for more challenging and partner work to push them. According to our Student Voice Survey only 57% of students say that they work with partners or in groups. As evidenced in the “How Learning Happens” document, meaningful learning often includes practices such as project-based learning that offers opportunities for sustained inquiry. Educational approaches and structures are designed to support students so that they can engage critical thinking skills, work collaboratively, and develop skills to do so. We also know that learning is multidimensional, including social, emotional, and cognitive dimensions of learning. “Learning is social; the quality of our relationships and social interactions shape our ability to learn.” Working in the multidimension framework, “young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which helps them thrive inside and outside of the classroom.” To further highlight our point, one of the ‘Six Strategies for Challenging Gifted Learners is to enable gifted students to work together. According to NAGC, “Research shows that enabling gifted students to work together in groups boost their academic achievement and benefits other students in the classroom. They challenge themselves in unexpected ways and take a peer’s idea to a new place.” As we begin to transition out of Covid-19 protocols, it is our intent to provide students these opportunities through enhanced collaborative group work to reach their highest potential. |

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? |
| Target efforts to increase learning opportunities for high achieving learners. | Identifying students at or above 75% achievement percentile of NWEA. NWEA smart goals will be created to reflect a 75 percentile of higher achieving students in math and reading. | High achieving students will maintain or increase their achievement percentile. | STEM Robotics  NWEA Scores |
| Extension activities on hand; carry the concept to the next level. | After school clubs will be offered for high achieving students. | Participation in the clubs with at least 80% involvement. | Coding  Robotics  Jazz Band |
| Enable high achievers to work together. | Creating a student council; Discovery Learning; Inquiry-Based Learning; Experience Learning; Project-based learning; Service-learning. | * Principal walk-throughs and maintained documentation of high achieving programs and projects. * Evidence of –   project-based, discovery learning, inquiry-based learning, experience learning, and serviced-based learning at the different grade levels and subjects, including music and art | Extension activities in amplify, investigations, MAP accelerator and GoMath |
| Plan for Tiered Learning / Differentiation. | Each classroom will have a staging area to enrich the practice. | * Each classroom will have a choice board for high achievers by November 2022. * Principal walk-through | MAP accelerator, Wordle, Suduko, Kahn Academy, Vocabulary App, Amplify, Writing Prompts (Journal), Nerdle , Etc. |

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 | * We work with partners, or in groups in my class. * Our school is positive and fun. | 70%  75% |
| Staff Survey | * Students in this school have strategies to track their own learning. * Teachers consistently differentiate activities and materials to meet student’s needs. | 75%  75% |
| Family Survey | * Training is provided for families in understanding student performance and test results * My child(ren) is/are required to self-monitor their progress and keep track of their own learning. | 75%  75% |

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. |
| Compared to 2021-2022, we strive to have less than 15 students lost to enrichment programs at other schools. Looking at the current data, we are losing students to other programs and schools when we know Maple Avenue has the potential to service these students. We at Maple Avenue will engage student capacity for inquiry learning based on student interest and curriculum enhancement. |

# 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](%20http://www.nysed.gov/accountability/evidence-based-interventions)

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

## State-Supported Evidence Based Strategy

If “X’ is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

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

## Clearinghouse-Identified

If “X’ is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

### Clearinghouse used and corresponding rating

**What Works Clearinghouse**

Rating: Meets WWC Standards Without Reservations

Rating: Meets WWC Standards with Reservations

**Social Programs That Work**

Rating: Top Tier

Rating: Near Top Tier

**Blueprints for Healthy Youth Development**

Rating: Model Plus

Rating: Model

Rating: Promising

## School-Identified

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

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

# Our Team’s Process

## Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

## Team Members

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

|  |  |
| --- | --- |
| Name | Role |
| Trish LaSota | Teacher |
| Laura Kashishian | Special Education |
| Chris Robins | Language Arts Coach |
| Maria Hamilton | Pre-K Teacher |
| Michele DiGregorio | Counselor |
| Holly Parker | PSA |
| Nycole Donaldson | Social Worker |
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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* |  |  |
| June 7 | X |  |  |  |  |  |
| June 8 |  | X |  |  |  |  |
| June 8 |  |  | X |  |  |  |
| June 9 |  |  |  | X |  |  |
| July 9 |  |  |  |  | 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 |
| By getting valuable feedback from our student interviews that most important is their sense of belonging and connections to each other. Our students have expressed a desire to be challenged to higher level thinking that in the end result will call on differentiated learning and critical thinking. Now that we have normalcy in the wake of COVID, students desire social interaction and all that schools should deliver with instruction and extra-curricular activities. |

### Equity Self-Reflection

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| --- |
| Describe how the Equity Self-Reflection informed the team’s plan |
| To recognize our progress and growth of our 2021-22 plan by implementing trauma-informed practices, and looking forward to building in 2022-23 on what we have already established. We have identified student need for a sense of belonging, have a better community perspective in building student and family relationships, and want to academically challenge our higher achieving students. |

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.