New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2021-22

District	School Name	Grades Served
Niagara Falls City School District	Geraldine J. Mann Elementary School	PK3-6

Collaboratively Developed By:
The Geraldine J. Mann Elementary School SCEP Development Team Parents: Candace Masters, Alex Cepero Olivera Translator & ELL Advocate: Jose Garcia Teachers: Johanna Bolender, Laura Collier, Mary Angela Harris, Marissa Rogers Counselor: Thomas Zafuto Principal: Italo J. Baldassarre *In partnership with the staff, students, and families of Geraldine J. Mann*

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 and Strategies

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," 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 2021-22 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 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.

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 the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens
- Writing Your SCEP

- Developing Your SCEP -- Month by Month
- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to ensuring the physical safety and social emotional well-being of all 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?*	In 2020-2021 our school vision was expanded through collaboration with the SUNY at Buffalo School of Social Work to include the tenets of Trauma Informed Care. Subsequently, student interviews have revealed that some are experiencing school related anxiety (transportation, arrival & dismissal traffic, testing, fire drills) and that others have been the possible subjects of peer gender bias in the classroom. Survey data reveals that 17% of students, 20% of staff and 29% of parents do not agree that students treat each other with respect at school. This commitment is congruent with our knowledge about *How Learning Happens* in that effective learning environments allow every child to feel safe and respected. Reducing student anxiety and eliminating peer gender bias in the classroom will support student sense of belonging. Through the *Equity Self-Reflection*, the SCEP Team has prioritized the affirmation of inclusive spaces, acceptance and respectful speech in our learning community. It is anticipated that expanding opportunities for student leadership will expedite the academic, behavioral and social growth of our students while strategies/activities that improve student perceptions of safety and belonging will result in higher academic achievement.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Daily Student Check-ins	Teachers will utilize morning greeting menus and restorative practices in the classroom (circles).	Observable teacher practices and classroom artifacts. Daily identification of students in need of social emotional support. Higher levels of student reported satisfaction and a reduction in the instances of behavioral intervention in the classroom.	Professional Development and peer coaching opportunities on the use of Restorative Practices and Trauma Informed Care Training and Consultation through the SUNY at Buffalo School of Social Work.
Professional Learning Communities	The Principal will direct/facilitate the grade level and departmental review of behavioral data, achievement data and the examination of student work. Teachers will collaborate, co-plan and participate in building based and District-wide discussions about Developmentally Appropriate Practices (DAP). Differentiation and lesson pacing will account for student differences and areas of need. Professional development will be provided on Restorative Practices, Diversity and Social Emotional Screening.	Observable teacher collaboration in classroom walkthroughs. Observable co-teacher use of curriculum/technology resources. Differentiated groups observed during intervention blocks. Higher levels of student reported satisfaction and a reduction in the instances of behavioral intervention in the classroom.	Scheduled common planning time. Grade Level and Department Meetings. Identification of Co-teacher Staff Development Topics and the purchase of book study titles. Professional Development Plan & Calendar

Student Diversity Training	District and agency resources will be leveraged to provide students age appropriate instruction and training on cultural sensitivity, bullying, sexual harassment and gender discrimination.	Reduction in instances of discrimination (Discipline/DASA). Improved student perceptions of respect in their environment as measured on mid-year and year end surveys. Higher levels of student reported satisfaction and a reduction in the instances of behavioral intervention in the classroom.	School Counselor Directed Classroom Instruction (Second Step) Focused Individual & Group Counseling School Champion Team/SUNY Buffalo School of Social Work Consultation and District Training Activities.
Social Emotional Screening & Intervention	The School Counselor will survey students and staff utilizing multiple measures, including the BASC-3, to identify students and groups of students in need of counseling support in Grades K-6.	Identification of students in need of School Counselor contact using survey data. Referrals to outside agency services. Higher levels of student satisfaction as measured on mid-year and year end surveys. A reduction in the instances of behavioral intervention in the classroom.	Continuation of the BASC-3 Administration and school-based surveys.
Empowering Student Government	The GJ Mann Student Council (a representative group of students) will solicit student suggestions on enriching the school environment/experience and share them with the school's stakeholder groups, to include the Principal, Parent Group and the School Quality Council. Consideration of student views and implementation of their suggestions will positively impact student perceptions of the school environment.	Log of student suggestions. Scheduled enrichment activities in response to student suggestions (academics and the arts) that provide students with opportunities to demonstrate/perform their talents. Higher levels of student satisfaction as measured on mid-year and year end surveys.	Appointment of Student the Student Council Advisor, Identification of Student Representatives and the scheduling of Student Council Meetings.

Promoting School Zone Safety	The School Quality Council and the Principal will seek collaboration with the Niagara Falls Police Department and the City of Niagara Falls to create a more visible school zone and pursue the targeted enforcement of traffic rules near the school during arrival and dismissal. Recommendations for the development of school practices, infrastructure (bicycle racks, drop-off areas) and the use of student supervision resources and parent/community volunteers will be sought out.	Traffic enforcement and the refinement of arrival/dismissal procedures will lead to observed safer conditions and less stressful transitions for students. Higher levels of family and student satisfaction as measured on mid-year and year end surveys.	More visible parking and traffic control devices, consultation with the District and NFPD, the strategic assignment of Morning Duty and the publication of parent expectations during arrival and dismissal.
Utilization of Trauma Informed Strategies	The GJ Mann Champion Team and the SUNY Buffalo School of Social work will collaborate to develop teacher training on the use of Trauma Informed Practices designed to reduce anxiety related to student identified stressors that include fire drills, bus transportation and testing.	Observable teacher/building practices and posted artifacts. Teacher-student communication that relies on the principles of Trauma Informed Care. Higher levels of family and student satisfaction as measured on mid-year and year end surveys. Established plans of care for students experiencing school related anxiety.	Trauma Informed Care Training and Consultation through the SUNY at Buffalo School of Social Work, Professional Development and peer coaching opportunities on the use of Restorative Practices will be offered

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	Students treat each other with respect. (83%)	90%
	I do not worry about being safe in school. (81%)	88%
	All students are treated the same regardless of family background/ethnicity (87%)	94%
	Students are not picked on about their sexuality. (82%)	89%
Staff Survey	Students treat each other with respect. (80%)	87%
	Students do not worry about being safe in school. (90%)	97%
	All students are treated the same regardless of family background/ethnicity (86%)	93%
Family Survey	Students treat each other with respect (71%)	78%
	My children do not worry about being safe in school. (92%)	100%
	All students are treated the same regardless of family background/ethnicity (89%)	96%

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 2021-22 school year.
Students treat each other with respect. (SVS 90%, SPS 87%, FES 78%) I do not worry about being safe in school. (SVS 88%, SPS 97%, FES 100%) No instances of cultural insensitivity, sexual harassment and gender discrimination will be observed/reported (PS/DASA).

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	We commit to providing a dynamic learning environment that is responsive to the diverse needs of our 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?*	Our school vision affirms a commitment to excellence, while striving to meet or exceed our Every Student Succeeds Act (ESSA) Goals and ensuring that every child is prepared for the rigor of Preparatory School. In 2020-2021 our school vision was expanded through collaboration with the SUNY at Buffalo School of Social Work to include the tenets of Trauma Informed Care. Subsequently, student interviews have revealed that some perceive the pace of learning as not congruent with their needs. Students have noted a lack of recess and limited time to reflect upon their learning as concerns. Requests to expand teacher-parent communication about student progress and opportunities for enrichment through the arts (music, performance & visual arts) were also noted. Survey data reveals that 28% of students, 13% of staff and 53% of parents do not agree that teachers send notes home or communicate with families on a routine basis. Achievement data from multiple measures has identified significant learning gaps in English Language Arts and Mathematics that may be attributed to the impact of the COVID-19 response. Multiracial and Hispanic students in grades 3-6 lagged behind the goals for achievement in Mathematics as measured on the Spring 2021 NWEA Assessment. Hispanic students lagged behind in NWEA English Language Arts. Student attendance data reveals inequities in the rate of attendance among the identified subgroups with 48% of Hispanic, 34% of Multiracial and 39% of ENL students being chronically absent. Classroom walkthroughs evidence teacher use of learning targets and student engagement strategies with increasing frequency. This commitment is congruent with our knowledge about *How Learning Happens* in that in order to be effective, learning environments must engage students in learning that is relevant to them in a manner that provides students the ability to direct and track their own learning. Through the *Equity Self-Reflection*, the SCEP Team has prioritized the use of teaching practices that enable our students to grow as independent thinkers/learners by applying their learning to real world situations and tracking their own progress. It is anticipated that expanding opportunities for student leadership will expedite the academic, behavioral and social growth of our students while strategies/activities that provide opportunities for choice, discourse and self-assessment will result in higher academic achievement.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Establish Student Recess Expectations	Teachers will have access to recess implementation resources and recess kits. Students will participate in daily recess activities.	Observable teacher/building practices and posted artifacts. Higher levels of student satisfaction as measured on mid-year and year end surveys. Reduction in the instances of behavioral intervention in the classroom.	Playworks Training, Resource Manuals and Recess Kits
Academic Intervention Services	Classroom Teachers in Grades 3-6 will assess student AIS needs in Reading and Math using multiple measures. Teachers will provide 30 minutes of differentiated AIS in ELA (3 times per week) and Math (2 times per week). The use of all intermediate staff to create flexible differentiated AIS groups will be explored.	Observable teacher practices and classroom artifacts. Upward tracking of student NWEA progress.	Principal Scheduling, Teaching Assistant Support and Tier 3 Interventionists Student benchmarking

Expanding the Use of Parent Communication and Technologies and Media	Teachers will utilize communication technologies like Microsoft Teams, Remind and Talking Points to facilitate more frequent teacher parent communication and access to information about their child's learning. In addition, the Monthly School Newsletter will include teacher and grade level specific information about what students are learning and details about classroom activities and events. Post cards will be developed for the mailing of positive messages to students and their families and an online Parent Suggestion Box will be added to the school website.	Increase in the number of teachers and families using communication technologies. Increases in student task completion/homework. Higher levels of family and student satisfaction as measured on mid-year and year end surveys. Observable teacher practices and communication artifacts.	Communications Platform Training and Peer Coaching Purchase of Parent Communication Post Cards
Professional Learning Communities	The Principal will set expectations for ENL co-teaching and direct/facilitate the grade level and departmental review of data and the examination of student work. Teachers will collaborate, co-plan and participate in District-wide discussions about Developmentally Appropriate Practices (DAP) to differentiate lessons and lesson pacing to account for student differences and areas of need. Teachers will be empowered to utilize team time and student groupings flexibly to allow for greater differentiation. Professional development will be provided in cooperation with the Regional Bilingual Education Resource Network on coteaching practices that include effective collaboration, differentiation, modifications of assignments and pre-teaching strategies.	Observable teacher collaboration in classroom walkthroughs. Observable co-teacher uses of curriculum/technology resources. Upward tracking of student NWEA progress. Differentiated groups observed during intervention blocks. Higher levels of student reported satisfaction and a reduction in the instances of behavioral intervention in the classroom.	Scheduled common planning time. Grade Level and Department Meetings. Identification of Co-teacher Staff Development Topics and the purchase of book study titles. Professional Development Plan & Calendar Interdisciplinary Teams established at every grade level (3-6). Common planning time. Time allocated for enrichment in the Arts for ENL Students.

Student Led Conferences	Students will track and report on their own learning with reference to learning targets, NWEA growth targets, grade level expectations and exit criteria. Teachers will be provided training and peer coaching opportunities in support of student led conferences where students will take a leadership role in communicating with their families about their learning in a formal student-parent-teacher conference.	Observable teacher practices and classroom artifacts. Evidence of upward tracking of student NWEA progress. Increase in the number of teachers, students and families participating in student led conferences. Higher levels of family and student satisfaction as measured on mid-year and year end surveys.	Grade Level and Department Meetings. Staff Development Topics and the purchase of book study titles.
Attendance Intervention Plans	The School Counselor will identify students in need of attendance intervention and develop formal written plans for attendance improvement (incentives) in concert with the student, the family and the classroom teacher. The School Counselor will maintain a student log of individual student attendance intervention activities and contacts. The Principal will establish, communicate and track grade level and school-wide attendance goals.	Observable School Counselor practices and attendance intervention artifacts. Upward tracking of student attendance rates by subgroup (mid-year and year end).	The School Counselor, Attendance Intervention planning. Funds to purchase attendance incentives.
Parent Training and Workshops	The Principal, Teachers and School District Administration will host parent information sessions and/or create video clips to inform parents about the curriculum, report card, technology resources and learning strategies that are utilized in core instruction and the performing arts. Sessions may also include student demonstrations and performances.	Increase in the number of teachers and families using communication technologies. Increases in student task completion/homework. Higher levels of family and student satisfaction as measured on workshop evaluations, mid-year and year end surveys. Observable teacher practices and workshop artifacts.	Parent and Family Engagement Funds for After-School Activities, Parent Workshop Evaluation Surveys

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teachers send notes home or call my family. (72%)	79%
	We use learning targets/goals ("I can…") in our classes. (85%)	92%
	We work with partners or groups in my class. (77%)	84%
	My teachers make learning fun. (79%)	86%
Staff Survey	Our quality/frequency of communication with families is sufficient. (80%)	87%
	We help prepare children for life, including thinking about College/Career Ready. (78%)	85%
	Our curriculum offers enrichment opportunities through the arts. (62%)	69%
	Students in this school have strategies to track their own learning. (62%)	69%
	We have created structures so students can reflect and track their own progress. (64%)	71%
	We use specific data protocols meetings to support the review of student work. (69%)	76%
	We work together across grade levels and content areas in order to provide an integrated approach to student learning. (66%)	73%
Family Survey	I receive notes/calls and other feedback from my child's teachers. (71%)	78%
	Teaches contact me, not just in times of concern. (47%)	54%
	My child talks about the learning targets/goals given to them by their teachers. (52%)	59%
	Our school helps prepare children for life, including "College/Career Ready". (59%)	66%
	My child is required to self-monitor their progress and keep track of learning. (64%)	71%

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 2021-22 school year.
We use learning targets/goals ("I can…") in our classes. (SVS 92%) We use specific data protocols meetings to support the review of student work. (SPS 76%) We work together across grades and content areas to provide an integrated approach to student learning. (SPS 73%) My child is required to self-monitor their progress and keep track of learning. (FES 71%) Teaches contact me, not just in times of concern. (FES 54%) NYS ELA Proficiency MIP Multiracial Students 112 NYS ELA Proficiency MIP ENL Students 57.2 NYS ELA Proficiency MIP Hispanic Students 58.8 NYS Math Proficiency MIP Multiracial Students 116.7 NYS Math Proficiency MIP ENL Students 83.5 NYS Math Proficiency MIP Hispanic Students 55.6

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 2021-22?	To develop a welcoming school community that provides opportunities for families and staff to collaborate in support of our 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?*	Our school vision affirms a commitment to excellence, while striving to meet or exceed our Every Student Succeeds Act (ESSA) Goals and ensuring that every child is prepared for the rigor of Preparatory School. In 2020-2021 our school vision was expanded through collaboration with the SUNY at Buffalo School of Social Work to include the tenets of Trauma Informed Care. Subsequently, student interviews have revealed that some perceive the current levels of teacher-parent communication to be insufficient to effectively inform parents about their child's performance and progress. Survey data reveals that 28% of students, 13% of staff and 53% of parents do not agree that teachers send notes home or communicate with families on a routine basis. 59% of parents agree that they have discussed what their child is learning with teachers, while 56% report that they have been provided information about the school curriculum. Only 37% of families have agreed that training has been provided (to families) in understanding student performance and test results. Student attendance data reveals gaps/inequities in the rate of attendance among the identified subgroups with 48% of Hispanic students, 34% of Multiracial students and 39% of ENL students being chronically absent. This commitment is congruent with our knowledge about *How Learning Happens* in that in order to be effective, learning environments must foster strong and trusting relationships between students and adults (families & staff). Further, families must be provided the means to help shape their child's learning and the school/learning environment. Through the *Equity Self-Reflection*, the SCEP Team has prioritized the use of social emotional learning strategies and restorative practices to foster a stronger sense of community and empower families to become active partners in their child's learning. It is anticipated that staff training on restorative practices, diversity, equity and inclusion will expedite the academic, behavioral and social growth of our students; especially for those who are members of underrepresented groups and who may be receiving ENL Services.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Expanding the Use of Parent Communication and Technologies and Media	Teachers will utilize communication technologies like Microsoft Teams, Remind and Talking Point to facilitate more frequent teacher parent communication and access to information about their child's learning. In addition, the Monthly School Newsletter will include teacher and grade level specific information about what students are learning and details about classroom activities and events. Post cards will be developed for the mailing of positive messages to students and their families and an online Parent Suggestion Box will be added to the school website.	Increase in the number of teachers and families using communication technologies. Increases in student task completion/homework. Higher levels of family and student satisfaction as measured on mid-year and year end surveys. Observable teacher practices and communication artifacts.	Communications Platform Training and Peer Coaching Purchase of Parent Communication Post Cards

Establishing an ENL Parent Support Network	ENL Parents will be invited to participate in activities that bring together families that speak common languages for the purpose of problem solving, navigating community resources and collectively advocating for their children's needs	Higher levels of family and student satisfaction as measured on mid-year and year end surveys.	Quarterly ENL Parent Network Meetings In-person Translation Staff/Services
Parent Training and Workshops	The Principal, Teachers and School District Administration will host parent information sessions and/or create video clips to inform parents about the curriculum, report card, technology resources and learning strategies that are utilized in core instruction and the performing arts. Sessions may also include student demonstrations and performances.	Increase in the number of teachers and families using communication technologies. Increases in student task completion/homework. Higher levels of family and student satisfaction as measured on workshop evaluations, mid-year and year end surveys. Observable teacher practices and workshop artifacts.	Parent and Family Engagement Funds for After-School Activities, Parent Workshop Evaluation Surveys
Student Led Conferences	Students will track and report on their own learning with reference to learning targets, NWEA growth targets, grade level expectations and exit criteria. Teachers will be provided training and peer coaching opportunities in support of student led conferences where students will take a leadership role in communicating with their families about their learning in a formal student-parent-teacher conference.	Observable teacher practices and classroom artifacts. Evidence of upward tracking of student NWEA progress. Increase in the number of teachers, students and families participating in student led conferences. Higher levels of family and student satisfaction as measured on mid-year and year end surveys.	Grade Level and Department Meetings. Staff Development Topics and the purchase of book study titles.

Professional Learning Communities	The Principal will direct/facilitate the grade level and departmental review of behavioral data, achievement data and the examination of student work. Teachers will collaborate, co-plan and participate in building based and District-wide discussions about Developmentally Appropriate Practices (DAP). Differentiation and lesson pacing will account for student differences and areas of need. Professional development will be provided on Restorative Practices, Diversity and Social Emotional Screening.	Observable teacher collaboration in classroom walkthroughs. Observable co-teacher use of curriculum/technology resources. Differentiated groups observed during intervention blocks. Higher levels of student reported satisfaction and a reduction in the instances of behavioral intervention in the classroom.	Scheduled common planning time. Grade Level and Department Meetings. Identification of Co-teacher Staff Development Topics and the purchase of book study titles. Professional Development Plan & Calendar
Welcoming Messages	Improving the appearance and adding welcoming messages to the school entrance. A diverse selection of student work, artwork, pictures of students and their families will be displayed.	Higher levels of family and student satisfaction as measured on mid-year and year end surveys.	Purchase and install LCD Screen and other décor.
Parent and Family Engagement Events	In-person Parent and Family Engagement Events will be scheduled monthly to promote involvement and a sense of community. Events will include movie nights, concerts, meals, game nights, student led conferences, parent group meetings and workshops.	Observable teacher practices and event artifacts. Higher levels of family and student satisfaction as measured on mid-year and year end surveys.	Parent and Family Engagement Funds for After-School Activities (Chaperones, Food and Materials)

Attendance Intervention Plans	The School Counselor will identify students in need of attendance intervention and develop formal written plans for attendance improvement (incentives) in concert with the student, the family and the classroom teacher. The School Counselor will maintain a student log individual student attendance intervention activities and contacts. The Principal will establish, communicate and track grade level and school-wide attendance goals.	Observable School Counselor practices and attendance intervention artifacts. Upward tracking of student attendance rates by subgroup (mid-year and year end).	The School Counselor, Attendance Intervention planning. Funds to purchase attendance incentives.

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teachers send notes home or call my family. (72%)	79%
	My family goes to school events and conferences. (69%)	76%
	Our school is positive and fun. (85%)	92%
	My teachers make learning fun. (79%)	86%
	My family helps at home with school work. (79%)	86%
Staff Survey	Our quality/frequency of communication with families is sufficient. (80%)	87%
	We have an effective system for developing student social emotional health. (74%)	81%
	We have events for families, encouraging a partnership in learning. (73%)	80%
	We conduct assessments with families to understand their interests/concerns. (73%)	80%
Family Survey	I receive notes/calls and other feedback from my child's teachers. (71%)	77%
	Teachers contact me, not just in times of concern. (47%)	54%
	School leaders help families become partners in the education of their children. (80%)	87%
	School leaders are available and approachable (74%)	81%
	Our school provides information to families on school curriculum. (56%)	63%
	Training is provided to families in understanding performance and test results. (37%).	44%
	I discuss what my child is learning with teachers. (59%)	66%
	My child talks about the learning targets/goals given to them by their teachers. (52%)	59%
	Our school has clubs, activities/events to help students connect to the school. (76%)	83%

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 2021-22 school year.
Our school is positive and fun. (SVS 92%) My teachers make learning fun. (SVS 86%) We have an effective system for developing student social emotional health. (SPS 81%) Teachers contact me, not just in times of concern. (FES 54%) Our school provides information to families on school curriculum. (FES 63%) Training is provided to families in understanding performance and test results. (FES 44%). Percentage of Hispanic Students Chronically Absent < 42% Percentage of Multiracial Students Chronically Absent < 28% Percentage of ENL Students Chronically Absent < 33%

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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	**Commitments 1-3:** The Principal will set expectations for co-teaching and facilitate grade level/department meetings to review behavioral data, achievement data and the examination of student work. Teachers will collaborate, co-plan and participate in building based and District-wide discussions about Developmentally Appropriate Practices (DAP). Regular discussions about differentiation and lesson pacing will account for student differences and help plan for their areas of need.

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
Italo J. Baldassarre	Principal
Johanna Bolender	Intermediate Teacher
Alex Cepero Olivera	Parent
Laura Collier	ENL Teacher
Jose Garcia	ENL Advocate/Parent Translator
Mary Angela Harris	Primary Teacher
Candace Masters	Parent
Marissa Rogers	ENL Teacher
Thomas Zafuto	School Counselor

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

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	Completing the" Leveraging Resources" document
June 1, 2021	X		X	X		
June 8, 2021	X		X	X		
June 22, 2021			X	X		
July 8, 2021		X	X	X	X	
July 15, 2021				X	X	
August 2, 2021						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 School Planning Team examined survey and student achievement data to identify possible themes for the creation of school priorities. Student interview questions were developed to probe student perceptions in the areas of Social Emotional Learning, School Attendance and Academic Achievement. Staff interview teams were created to conduct focus group discussions with representative groups of students (grade, gender, ethnicity and program). The focus group discussions were followed up with small group discussions that culminated in individual student interviews. Interviewers followed up on the scripted questions to elicit more complex student responses by using the prompt "Please say more about that…" Student responses were quoted and compiled by the School Planning Team in the development of a summary report. The full planning team was provided a copy of the Summary Report that was used to develop our commitments.

Equity Self-Reflection

Describe how the **Equity Self-Reflection** informed the team's plan
The School Planning Team collectively examined student survey, achievement and interview data to develop a picture of the school before completing the Equity Self-Reflection. Emerging Practices identified in the Self-Reflection were considered in the identification of priorities and noted in the resulting discussions about our commitments and the strategies to be implemented.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. ⊠   The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. ⊠   The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. ⊠   Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.