



School Comprehensive Education Plan 2022-2023

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

Collaboratively Developed By:

The Geraldine J. Mann Elementary School SCEP Development Team

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Counselor: Thomas Zafuto

Principal: Italo J. Baldassarre

In partnership with the staff, students, and families of Geraldine J. Mann Elementary School

Guidance for Teams

Template

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

Commitments

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 then 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 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](#) 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](#)
- [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](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to ensuring the physical safety and social emotional well-being of all students.</p>
<p>Why are we making this commitment? <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 the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>Student interviews have revealed that some have been the possible subjects of peer gender bias and have experienced adult cultural insensitivity in the classroom and cafeteria. Students have reported names being mispronounced, having been admonished for speaking in native languages and in one case being given a nickname by an adult that they found offensive. Survey data reveals that 15% of students, 7% of staff and 14% of parents disagree that students are treated the same regardless of their ethnicity. 28% of students do not agree that they are not picked on because of their sexuality. Survey data obtained in May 2022 also indicates that 27% of students, 27% of parents and 13% of staff either worry about their safety or the safety of their children in school.</p> <p>This commitment is congruent with our knowledge about <i>How Learning Happens</i> in that effective learning environments allow every child to feel safe and respected. Reducing student anxiety by eliminating biases in the classroom will support student sense of belonging.</p> <p>Through the <i>Equity Self-Reflection</i>, the SCEP Team has prioritized the affirmation of culturally inclusive spaces, restorative practices, acceptance and respectful speech in our learning community. It is anticipated that targeted professional development will raise staff awareness of bias (actual and perceived) resulting in improved student perceptions of safety and belonging and in-turn higher academic achievement.</p>

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Learning Community Activities in Support of Cultural Sensitivity, Diversity & Inclusiveness</p>	<p>The Principal will facilitate teacher and grade level team review of student behavior (screening & incident) and achievement data. District and agency resources will be leveraged to provide staff and students age and role appropriate training and opportunities for reflection. Teachers will collaborate, co-plan and participate in building based and District-wide professional development focusing on inclusive, restorative, trauma informed and Developmentally Appropriate Practices (DAP). Observable differentiation, based on screening and assessment will account for student differences and areas of need. Activities will include formal training, focused reflection, teacher collaboration, co-planning, direct student instruction and classroom read-alouds.</p>	<p>Reduction in reported incidents of cultural insensitivity, harassment and sexual harassment. Observable teacher/building practices and posted artifacts. Artifacts of direct student to Principal communication. Improved student and family perceptions of fairness and equity in their environment as measured through subgroup specific mid-year and year end surveys and focus groups</p>	<p>Principal stated expectations. Grade Level and Department Meetings. District and Principal directed professional development. School Counselor Directed Classroom Instruction. Purchase of book study and read-aloud titles. Tier 1 Character Education Program Resources. Focused Individual & Group Counseling. School Champion Team Consultation and District Training Activities. Installation of Note to Principal Mailbox.</p>

Commitment 1

Reinforcing School Safety and Security Protocols

The Principal and school stakeholders will collaborate with the District Safety Coordinator to create a safer and more secure building envelope. Student and visitor screening technology will be utilized, while targeted enforcement of traffic rules near the school during arrival and dismissal will be maintained. Procedures and staff expectations for maintaining building security and student supervision inside and outside of the building will be clearly stated and monitored by the Principal. Student expectations for conduct, safety practices and preparedness will be stated, practiced and regularly reinforced. The Principal will provide regular stakeholder updates and facilitate communication about school safety practices.

The implementation of visitor screening technology. Observable safety practices, documented drills and posted artifacts. Improved student and family perceptions of safety as measured on mid-year and year end surveys. Higher levels of stakeholder satisfaction and a reduction in the number of student behavior incidents.

Principal stated expectations for staff practices and student conduct. District and Principal directed professional development, Grade Level and Department Meetings. Documented student training and drills. Principal and School Counselor Directed team meetings and classroom Instruction. Tier 1 Character Education Program Resources. Purchase of book study and read-aloud titles. Professional Development Plan & Calendar. Maintenance of Student Fire Captain Program.

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.	90%
	I do not worry about being safe in school.	90%
	Students are treated the same regardless of background/ethnicity (by sub-group).	95%
	Students are not picked on about their sexuality.	95%
Staff Survey	Students do not worry about being safe in school.	95%
	All students are treated the same regardless of background/ethnicity (by sub-group).	95%
	Non-instructional staff understands and assists in building a safe and nurturing environment for students.	80%
Family Survey	My children do not worry about being safe in school.	90%
	All students are treated the same regardless of family background/ethnicity.	95%

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.

Zero (0) instances of student bias, cultural insensitivity, sexual harassment or gender discrimination will be reported/observed.

Zero (0) instances of staff bias, cultural insensitivity, sexual harassment or gender discrimination will be reported/observed.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to providing a dynamic learning environment that is responsive to the diverse needs of our students.</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 the school’s vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school’s long-term plans?</i> 	<p>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.</p> <p>Subsequently, family survey responses note the inability of students to identify learning goals and chart their own progress as concerns. 46% of families and 25% of staff disagree that students are required to monitor their own progress and track learning. Student interviews also reveal that some perceive the instructional strategies employed and the pace of learning as not congruent with their needs. Students have noted teacher use of packets, the lack of hands on experiences, few opportunities for enrichment through the arts and limitations placed on the use of their native language as concerns. Parents have also indicated needs for more frequent teacher communication (50%) and training/opportunities for discussion about the curriculum (44%).</p> <p>Achievement data from multiple measures has identified significant learning gaps in English Language Arts and Mathematics. Students lag behind their growth targets for achievement in Mathematics (Grades 1 & 2) and in English Language Arts (Grade 1) as measured on the Spring 2022 NWEA Assessment. Hispanic, Multi-Racial and ENL student subgroups underperformed all students on the 2021 NYS ELA & EMA. Student attendance data reveals inequities in the rate of attendance among identified subgroups with 37% of Hispanic, 19% 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.</p> <p>This commitment is congruent with our knowledge about <i>How Learning Happens</i> in that in order to be effective, learning environments must engage students in learning that is relevant to them (differentiated) in a manner that provides students the ability to direct and track their own learning.</p> <p>Through the <i>Equity Self-Reflection</i>, 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 prioritizing strategies that are hands on, interest based and provide students opportunities for choice, self-assessment and enrichment through the arts will result in higher academic achievement.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Learning Community Activities in Support of Differentiation and Achievement</p>	<p>The Principal will set expectations for differentiation through the ongoing review of data and student work in grade level and department meetings. A school data dashboard and data wall will be maintained. Teachers will maintain portfolios of student work and participate in professional development focusing on Developmentally Appropriate Practices (DAP). Teachers will provide differentiated small group instruction and modify lesson pacing to account for student differences. Teachers will regularly participate in Data Team and START discussions. Students will be assessed (as permitted by regulation) and parents will be provided all academic communication in their native language. A shared Office 365 Team for bilingual teaching resources and parent communication tools will be created and maintained. Professional development provided by the Office of Instruction, the Niagara Falls Teacher Center and the Regional Bilingual Education Resource Network will highlight coteaching practices, effective collaboration, differentiation, modification of assignments and creating opportunities for students to track their own learning.</p>	<p>Observable teacher/co-teacher collaboration in classroom walkthroughs. Upward tracking of student progress on multiple measures. Differentiated groups observed during intervention blocks. Higher levels of student reported satisfaction on mid-year and year-end surveys. A reduction in incidents requiring behavioral intervention in the classroom.</p>	<p>Scheduled common planning time. Grade Level and Department Meetings. Identification of Staff Development Topics and the purchase of book study titles. Professional Development Plan & Calendar. Time allocated for enrichment in the Arts for ENL Students. Students to be provided live translation and interpretive services.</p>

Commitment 2

<p>Academic Intervention Services</p>	<p>Classroom Teachers in Grades K-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 40 minutes of differentiated AIS in Math (2 times per week). All staff will be utilized to create small and flexible differentiated groups. Teachers will track progress and identify students in need of intervention using multiple measures graphically represented on the Class Profile Template. Primary students will receive first priority in the scheduling of Tier 3 Intervention.</p>	<p>Observable teacher practices and classroom artifacts. Upward tracking of student progress using multiple measures on the Class Profile Template. Creation of differentiated intervention groups.</p>	<p>Principal Scheduling of AIS. TA training in Foundations. Primary scheduling of Tier 3 Intervention. Student benchmarking. Establish a learning lab classroom for whole class activities and model lessons.</p>
<p>Students Tracking Their Own Learning</p>	<p>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. Students will take a leadership role in communicating with their families about learning goals and progress in written communication, formal student-parent-teacher conferences and parent curriculum workshops.</p>	<p>Observable teacher practices and classroom artifacts. Evidence of upward tracking of student NWEA progress. Evidence 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.</p>	<p>Grade Level and Department Meetings. Staff Development Topics and the purchase of book study titles. Scheduled Student Led Conferences.</p>
<p>Attendance Intervention Plans</p>	<p>The School Counselor and Social Worker 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 and Social Worker 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.</p>	<p>Observable School Counselor practices and attendance intervention artifacts. Upward tracking of student attendance rates by subgroup (mid-year and year end).</p>	<p>The School Counselor and Social Worker will facilitate student attendance intervention planning. Funds will be allocated to purchase attendance incentives/rewards.</p>

Commitment 2

<p>Parent Training and Workshops</p>	<p>The Principal and Teachers will host parent workshops based on survey and focus group data to address family needs that include improving student attendance, supporting student and family social emotional health, informing parents about the curriculum and sharing strategies used in core instruction and the performing arts. Sessions will also include student demonstration and performances.</p>	<p>Increase in the number of teachers and families using communication technologies. Higher levels of family and student satisfaction as measured on workshop evaluations, mid-year and year end surveys. Observable teacher practices and workshop artifacts.</p>	<p>Parent and Family Engagement Funds for After-School Activities, Parent Workshop Evaluation Surveys.</p>
<p>Providing Enrichment Through the Arts</p>	<p>The Art Teacher and grade level classroom teachers will collaborate with local college and university programs that support the Arts in Education Initiative. Student participation in District and regional art and music contests/activities will be prioritized. Students will be provided opportunities to display their artwork and perform (vocal/instruments) both formally and informally in school. Family engagement events that highlight the arts will be scheduled after school hours. Co-planning time will be provided to facilitate the integration of the arts into core classroom activities. The Principal will coordinate monthly recognition of art and music achievement in conjunction with the School-wide Student of the Month Program.</p>	<p>Observable teacher practices and classroom artifacts. Evidence of student displays and performances. Evidence of Art and Music Family Engagement Activity attendance. Higher levels of family and student satisfaction as measured on mid-year and year end surveys.</p>	<p>Parent and Family Engagement Funds for After-School Activities. Purchase of Art consumable materials. Allocation of substitute release time for co-planning. Art in Education Program collaboration.</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teachers send notes home or call my family.	85%
	My teachers make learning fun.	85%
Staff Survey	Our curriculum offers enrichment opportunities through the arts.	65%
	Students in this school have strategies to track their own learning.	80%
	We have created structures so students can reflect/track their own progress.	80%
	We use specific data protocols meetings to support the review of student work.	90%
Family Survey	I receive notes/calls and other feedback from my child’s teachers.	90%
	Teaches contact me, not just in times of concern.	75%
	My child is required to self-monitor their progress and keep track of learning.	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.

NWEA Subgroup RIT Growth Target Proficiency Percentage:
 All Students (ELA 81%/Math 90%)
 Multi-Racial (ELA 75%/Math 90%)
 Hispanic (ELA 70%/Math 85%)
 ENL (ELA 82%/Math 90%)

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 2022-23?</p>	<p>To develop a welcoming school community that provides opportunities for families and staff to collaborate in support of our students...</p>	
<p>Why are we making this commitment? <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 the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>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.</p> <p>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 37% of students, 10% of staff and 40% of parents do not agree that teachers send notes home or communicate with families on a routine basis. 56% 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. 39% of families report talking to their children about the learning targets they use in school, while 64% of families agree that training has been provided in understanding student performance and test results. Student attendance data reveals gaps/inequities in the rate of attendance among identified subgroups with 37% of Hispanic students and 19% of Multiracial students being chronically absent. Improved attendance rates were observed in each accountability group, with the exception of the ENL subgroup which remained at 39% (2022).</p> <p>This commitment is congruent with our knowledge about <i>How Learning Happens</i> 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.</p> <p>Through the <i>Equity Self-Reflection</i>, 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.</p>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional Learning Communities in Support of Social Emotional Health and Learning</p>	<p>The Principal will direct/facilitate the grade level and departmental review of behavioral screening data (BASC 3 & Counseling Center Surveys), 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) that support student Social Emotional Learning (SEL). Differentiated counseling and SEL instruction will account for student differences and areas of need. A formal Tier I Character Education/Positive Behavior Management Program will be adopted. Professional development will be provided on Restorative Practices, Diversity and Social Emotional Screening. A school culture committee will be formed to promote school-wide and staff specific activities that promote comradery, collaboration and self-care.</p>	<p>BASC 3 and Counseling Center Survey Data collection. Observable teacher collaboration in classroom walkthroughs. Observed differentiated counseling groups. School-wide and staff specific activities and events. Higher levels of stakeholder reported satisfaction and a reduction in the instances of behavioral intervention in the classroom.</p>	<p>Scheduled common planning time. Data Team, START, Grade Level and Department Meetings. Identification of Staff Development Topics and the purchase of book study titles and read-alouds. Professional Development Plan & Calendar.</p>

Commitment 3

<p>Establishing an ENL Support Network</p>	<p>ENL Parents will be invited to participate in activities that bring families together that speak common languages for the purpose of problem solving, navigating community resources, English Language instruction and collectively advocating for their children’s needs. ENL students will be invited to participate in activities that bring students together that speak common languages for the purpose of problem solving and proactively identifying and addressing potential perceived bias and inequity.</p>	<p>Higher levels of family and student satisfaction as measured on mid-year and year end surveys.</p>	<p>Quarterly ENL Parent Network Meetings. Student ENL Network Meetings. In-person Translation Staff/Services. Collaboration with Agencies and Community Partners. Establish Event Calendar.</p>
<p>Parent Training and Workshops</p>	<p>The Principal and Teachers will host parent workshops based on survey and focus group data to address family needs that include improving student attendance, supporting student and family social emotional health, informing parents about the curriculum and sharing strategies used in core instruction and the performing arts. Sessions will also include student demonstration and performances.</p>	<p>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.</p>	<p>Parent and Family Engagement Funds for After-School Activities, Parent Workshop Evaluation Surveys.</p>

Commitment 3

<p>Increasing School-Family Communication</p>	<p>The Principal will facilitate universal parent access to PowerSchool Parent Portal. Teachers will utilize communication strategies that include technology applications like Microsoft Teams, Remind and Talking Points to facilitate more frequent teacher-parent communication, providing families with increased access to information about their child’s learning. Teachers will be encouraged to provide regular team/grade level updates to families that include information about what students are learning and details about classroom activities and events. All home school communication will be translated into the native language of each family. Post cards will be provided to teachers to mail positive messages to students and their families and an online Parent Suggestion Box will be added to the school website.</p>	<p>Increase in the number of teachers and families using newsletters, post cards and communication technologies. Higher levels of family and student satisfaction as measured on mid-year and year end surveys. Observable teacher practices and communication artifacts.</p>	<p>Communications Platform Training and Peer Coaching. Purchase of Parent Communication Post Cards. Establish online suggestion box. Facilitate universal Parent Portal access. Translation services and strategies for each ENL serviced language.</p>
<p>Parent and Family Engagement Events</p>	<p>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.</p>	<p>Observable teacher practices and event artifacts. Higher levels of family and student satisfaction as measured on mid-year and year end surveys.</p>	<p>Parent and Family Engagement Funds for After-School Activities</p>

End-of-the-Year Desired Outcomes

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

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

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	My teachers send notes home or call my family.	75%
	My family goes to school events and conferences.	75%
	Our school is positive and fun.	90%
Staff Survey	We have events for families, encouraging a partnership in learning.	90%
	We have created structures so students can reflect/track their own progress.	80%
Family Survey	Teachers contact me, not just in times of concern.	75%
	School leaders are available and approachable	100%
	Our school provides information to families on school curriculum.	80%
	Training is provided to families in understanding performance and test results.	80%

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.

- Percentage of families completing the Family Engagement Survey >50%
- Our school is positive and fun. SVS >90%
- Percentage of Hispanic Students Chronically Absent <27%
- Percentage of Multiracial Students Chronically Absent <10%
- Percentage of ENL Students Chronically Absent <29%

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.

X 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
<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Commitments 1-3: The Principal will set expectations for co-teaching and facilitate grade level, department, Data Team and START meetings to review behavioral data, achievement data and examine student work. Teachers will collaborate, co-plan and participate in building based and District-directed professional development focusing on Developmentally Appropriate Practices (DAP). Regular discussions about differentiation and lesson pacing will account for student differences and help teachers plan for student areas of need.</p>

Evidence-Based Intervention

Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) 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
Italo J. Baldassarre	Principal
Johanna Bolender	Intermediate Teacher
Angel Cepeda Mojica	Parent
Laura Collier	ENL Teacher
Jose Garcia	ENL Advocate/Parent Translator
Mary Angela Harris	Primary Teacher
Dessian Merced Cotto	Parent
Marissa Rogers	ENL Teacher
Cindy Smith	Parent
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 (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
May 18, 2022			X	X		
June 9, 2022	X		X	X		
June 22, 2022	X	X	X	X		
July 14, 2022		X	X	X		
August 3, 2022		X	X	X	X	
August 4, 2022			X	X	X	X
August 12, 2022					X	X

Learning As A Team

Directions

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

Student Interviews

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

The 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 finalize our commitments and develop action steps.

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.

Next Steps

Next Steps

1. **Sharing the Plan:**
 - a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
 - b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
 - c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
 - a. Ensure that the plan is implemented no later than the first day of school
 - b. Monitor implementation closely and make adjustments as needed
 - c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
 - d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.