



School Comprehensive Education Plan 2024-25

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:

Parents: Cindy Smith & Danielle Winker
Teachers: Laura Collier, Stefany Critelli, Rhonda Vekich, Marissa Rogers
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.

Prior to Writing the Plan

Prior to working on this document, school teams should have:

1. Completed the Five-Part Needs Assessment
 - [Activity 1: Envision: Exploring Your Vision, Values, and Aspirations](#) (optional for re-identified schools)
 - [Activity 2: Analyze: Internal and External Data](#)
 - [Activity 3: Analyze: Survey Data](#)
 - [Activity 4: Listen: Student Interviews](#)
 - [Activity 5: Envision: Reflect, Synthesize, and Plan](#)
2. Re-identified Schools:
 - Participated in [SCEP Pre-Team Meeting Planning Session 4](#) with their NYSED/District/BOCES liaison after the Commitments and Key Strategies were identified and before the implementation plan was written.

Commitments

The team should identify 2 to 4 Commitments for the 2024-25 school year. An ideal Commitment is something that the school team sees as part of a long-range vision for the school. **At least one Commitment must be connected to Teaching and Learning.** School teams may find it helpful to consider the following sentence starter to assist in identifying a commitment: *This school is committed to _____.*

Key Strategies

As part of the annual improvement plan, schools will need to identify 1-4 Key Strategies for each Commitment and develop their plan around these strategies.

Each Key Strategy selected should represent something that will look different this upcoming year in comparison to previous years. The Key Strategy should fit one of the following categories:

1. Something **new** to the school; or
2. Something existing that is **being expanded** to reach a wider audience; or
3. Something existing that is **being refined** in this upcoming year and will look different from the past.

These Key Strategies should connect to the data reviewed and/or the student interviews conducted through the needs assessment process. Teams will need to explain on the template why they have selected each Key Strategy.

While Commitments represent more long-term goals or values that are guiding the school, Key Strategies serve as the means by which the school will advance that Commitment during the upcoming year.

Schools may find Hattie's [High Impact Teaching Strategies](#) and the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be helpful resources when considering Key Strategies.

Implementation

For each Key Strategy selected, the school team will need to outline its plan for prioritizing that Key Strategy in the upcoming year.

For Key Strategies that are something **new** to the school, the plan would outline how the Key Strategy will be introduced and rolled out. For Key Strategies that are **being expanded** to reach a wider audience, the plan would outline how this expansion would occur. For Key Strategies that are **being refined** in this upcoming year, the plan would outline the new ways in which this Key Strategy is being prioritized that differ from previous years.

For each of these three categories of Key Strategies, the plan for implementation should **outline a sequence of activities that build upon previous activities**, along with the resources necessary to support that specific Key Strategy.

In the column to the right of each activity, identify if the activity **will be in place by Early Progress Milestone (EPM) or the Mid-Year Benchmark (MYB)**. The team can then use this information to gauge progress when it meets during the 2024-25 school year. For strategies designed to occur after the Mid-Year Benchmark meeting, leave those two boxes blank.

Success Criteria and Benchmark Targets

After school teams identify their Key Strategies, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress with the Key Strategies and toward their Commitment throughout the year.

Each Key Strategy will have at least one Early Progress Milestone that is intended to provide the school team with helpful feedback as to the initial success of the plan. The data selected for the Early Progress Milestone should directly align with the Key Strategy.

Each Commitment will also have at least one mid-year benchmark and one end-of-the-year target. School teams will also need to identify spring survey targets for each Commitment.

The plan template is designed with the intention that the school teams will return to their plan throughout the year and make updates when necessary. To monitor the Success Criteria for each Commitment, there is a section for the team to update during the year and record the outcome data or evidence they ended up seeing next to the target originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

SCEP Rubric

NYSED has developed [a rubric](#) that is intended to serve as a means of helping team members identify potential ways to strengthen their plan. The rubric may be a useful tool to refer to as the plan is being written. Schools should plan on self-assessing their plan against the rubric after their initial draft is finalized.

Resources for Team

- [Assembling Your Improvement Planning Team](#)
- NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

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>.

 **State-Supported Evidence Based Intervention**

Evidence-Based Intervention Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1 & 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	The review of performance, survey and interview data reinforces the ongoing need for teacher differentiation of instruction, the ongoing review of achievement data, and the discussion of student work in collaborative grade level and department meetings. Positive achievement data trends suggest that students and teachers have benefited from frequent collaboration in support of differentiated small group instruction. Parent feedback data continues to reveal that some parents perceive the current levels of teacher-parent communication to be insufficient to effectively inform parents about their child’s curriculum, performance goals and progress. Accordingly, we have prioritized staff collaboration in support of curriculum-based events and related substantive parent communication to expedite the academic, behavioral and social growth of every student.

COMMITMENT I

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>We commit to providing a dynamic learning environment that is responsive to the diverse needs of every student.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>Our school vision affirms a commitment to excellence, while we strive to meet or exceed our Every Student Succeeds Act (ESSA) Goals. We are committed to ensuring that every child is prepared for the rigor of Preparatory School.</p> <p>Parent & Family Survey responses note that a significant number of students are unable to identify their learning goals and chart their own progress. A third of families surveyed (33%) disagree that students are required to monitor their own progress and track their own learning. Parents & Families have also indicated the need for more frequent teacher communication about their child’s progress (19%) and that more training opportunities about test results (32%) and the curriculum (23%) need to be provided. Parents have also expressed a desire for differentiation in the classroom that includes enrichment for higher performing students.</p> <p>Student interviews have revealed that students desire order in their classrooms, a variety of engaging learning experiences, and more specific feedback from teachers as to how they can improve.</p> <p>Achievement data from multiple measures shows that there has been improvement in targeted subgroup performance in English Language Arts and Mathematics; however, students in Grades 1 & 5 lag behind grade level norms. Student attendance data has revealed that the percentage of chronically absent students has decreased by 7% during the 2023-2024 school year (22%).</p> <p>A review of classroom walk-through and APPR data suggests the need for greater emphasis on rigor in the classroom to include the more frequent use of open-ended questions to promote student discourse and higher order student responses (verbally and in writing).</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Commitment 1

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i> <i>For key strategy that does not represent something new, also provide 1-2 sentences on how the school will expand or refine the key strategy next year.</i>
We will conduct Professional Learning Community activities in support of differentiation & achievement.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Classroom teachers have engaged in the analysis of NYS assessment data to identify trends and set instructional priorities. Although there has been improvement in targeted subgroup performance in English Language Arts and Mathematics; students in Grades 1 & 5 currently lag behind grade level norms, while a review of classroom walk-through data suggests a need for greater emphasis on rigor in the classroom. Our vision includes the intention to expand the scope of data analysis to include small group and student specific trends on multiple measures.
Students will be provided with the means and opportunity to track their own learning.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input type="checkbox"/> REFINE	Our vision includes the intention to provide teachers with a framework for the direct instruction of study habits and procedures for the student tracking of progress, inclusive of class performance and standardized measures.

Implementation

KEY STRATEGY 1	IMPLEMENTATION	
	What is our plan for implementing Key Strategy 1? What steps are involved?	When will this be in place?
	The principal will set expectations for differentiation and facilitate the ongoing review of data and student work in grade level and department meetings.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	Teachers will create and implement differentiated small group strategies throughout the day to account for students' individual needs. Informing students about the purpose for every lesson and facilitating student to tracking of their own learning will be prioritized.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
	Professional development provided by the Principal, District, Niagara Falls Teacher Center and the Regional Bilingual Education Resource Network will focus on the pursuit of greater rigor in the classroom to include the regular use of open-ended questions to promote higher order discourse and response, verbally and in writing.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? Scheduled Grade Level and Department Meetings. Observable Differentiated Instructional Groups Established Guidelines for Student Progress Tracking and Study Habits Observable Teacher/Student Collaboration in the Identification of Goals Identification of Staff Development Topics & Calendar		

Commitment 1

KEY STRATEGY 2

IMPLEMENTATION		When will this be in place?
What is our plan for implementing Key Strategy 2? What steps are involved?		
Students will track and report on their own learning in reference to classroom learning targets, NWEA growth targets, AIMSweb performance and content grade level expectations.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teachers will facilitate student communication with their families about their learning goals and progress through written communication, formal student-parent-teacher conferences and curriculum-based classroom events.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Grade Level and Department Meetings. Scheduled Staff Development Student Led Conferences Scheduled Curriculum Nights Allocation of Funds for Teacher Participation in After-School Activities		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following Early Progress Milestones **six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>review six to ten weeks into the school year</i>)
Professional Learning Community Activities	Differentiation Artifacts Walkthrough Data	Data sets prepared and disseminated Observed data analysis in GL & Department Meetings Established & observed classroom differentiated groups (ELA & Math) Regular progress monitoring to inform instruction	
Students Tracking Their Own Learning	Student Goals Tracking Data Communication Artifacts	Student goals created, documented & tracked Evidence of parent communication Walkthrough evidence of individual teacher-student 1:1 conferencing Direct instruction on student study habits observed	

Commitment 1

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (<i>review of mid-year data</i>)
Mid-Year Benchmark(s)	NWEA Overall & Sub-group Performance in ELA & Math	Proficiency > 5% over baseline (Sept 2024) Hispanic, Multiracial, ENL Black & all students 3-6.	
End-of-the Year Targets	NWEA Overall & Sub-group Performance in ELA & Math	Proficiency > 8% over baseline (Sept 2024) Hispanic, Multiracial, ENL Black & all students 3-6.	

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Questions or Statements	2023-24 Data (% agree or strongly agree)	Desired Response (% agree or strongly agree)	What we ended up seeing (<i>review Spring 2025</i>)
Student Survey	We use student learning targets in our classes. (T18)	89%	95%	
	I have good habits for studying (PS48)	70%	80%	
	My teachers check to make sure students understand. (T13)	87%	95%	
	We work with partners, or in groups in my class. (T11)	80.5%	90%	
Staff Survey	Teachers consistently differentiate activities and materials to meet student's needs. (T41)	88.6%	95%	
	Students in this school have strategies to track their own learning. (T45)	90.9%	95%	
	Teachers understand and consistently apply differentiation strategies so that both reteach & rigor are present. (T49)	87.9%	95%	
	Most students have good habits for studying. (PS48)	78.1%	85%	
	AS a school we have created structures so that students are able to reflect on their learning and keep track of their own progress. (C38)	93.8%	95%	
		81.8%	95%	
Family Survey	My child talks about the student learning targets given to them by their teachers. (T24)	72.5%	80%	
	My child is required to self-monitor their progress and keep track of their own learning. (T30)	67.3%	80%	
	Our school provides information to families on the NTS Standards and school curriculum. (C12)	77%	85%	
	Training is provided to families in understanding student performance and test results. (C16)	67.8%	80%	

COMMITMENT 2

Our Commitment

<p>What is one Commitment we will promote for 2024-25?</p>	<p>To maintain a safe and welcoming school community that provides opportunities for families and staff to collaborate in support of every student.</p>
<p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> 	<p>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>In interviews students reported that they have both observed and been the subject of peer gender and racial bias. They also reported multiple incidents of perceived discourteous treatment on the part of adults at school. Students further reported breaches of confidentiality and unequal treatment by staff that has included perceived gender bias and the use of nicknames. Survey data also revealed that 20% of students disagree that students are treated the same regardless of their ethnicity, while nearly a third of students (29%) reported that students are picked on because of their sexuality. Students expressed the desire for orderly classrooms, and improvement in staff supervision at recess, in the locker room and in the hallways.</p> <p>On the Family Engagement Survey, 20% of parents and families reported that they have not discussed what their child is learning with their child’s teacher. 77% of parents and families reported that they have been provided information about the school curriculum and 73% reported talking to their children about the learning targets they use in school. A third of the parents and families surveyed (32%) stated that they have received no training in the understanding student performance and test results.</p>

Key Strategies

In column 1, input a **total** of one to four strategies that reflect something **new** the school is introducing or something currently in existence that the school is **expanding** or **refining** for the upcoming school year. In column 2, identify if the strategy is something new, something being expanded, or something being refined. In column 3, identify the data that indicates these strategies will be beneficial to our school. For any key strategy that is not something new, provide a 1-2 sentence summary of how the key strategy will be expanded or refined next year.

Commitment 2

KEY STRATEGY	HOW TO DOES THIS COMPARE TO EXISTING EFFORTS?	WHY: What did we learn from our needs assessment that suggests this is the right Key Strategy? <i>Consider both data trends observed and student interview responses.</i>
Opportunities for school-family communication and engagement will be expanded and refined.	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Our vision is to provide more frequent planned and substantive opportunities for communication between teachers and families to expedite the academic, behavioral and social growth of our students; especially for those who are members of underrepresented groups and those who receive ENL Services.
Procedures and staff expectations for courtesy and student supervision will be clearly stated and monitored by the principal.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	We envision and will continue to take steps to ensure that GJ Mann is a secure and equitable place where every child feels safe and respected in school. We are committed to reducing student anxiety by eliminating biases and disrespectful speech in the classroom and the reinforcement of student feelings of belonging through trauma informed and restorative practices. Ongoing 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.
Expectations for student conduct, safety practices and preparedness will be stated, practiced and regularly reinforced.	<input type="checkbox"/> NEW <input type="checkbox"/> EXPAND <input checked="" type="checkbox"/> REFINE	Expectations for student conduct have been reinforced through daily announcements, grade level meetings, PBIS rewards and school décor. Our vision is to provide regular and direct instruction on expected behaviors, and topical expectations for conduct that includes age-appropriate sensitivity, diversity & inclusiveness training in the classroom.

Implementation

KEY STRATEGY 1	Opportunities for school-family communication and engagement will be expanded and refined.	
<p style="text-align: center;">IMPLEMENTATION</p> <p style="text-align: center;">What is our plan for implementing Key Strategy 1? What steps are involved?</p>		
Teachers and the principal will utilize outreach strategies that include technology applications to provide regular updates to families that include information about what students are learning and details about classroom activities and events.	When will this be in place? <input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	
Teacher directed, in-person parent and family events will be scheduled to help families interpret test results, better understand grade level content and curriculum supported strategies.	<input type="checkbox"/> by EPM <input checked="" type="checkbox"/> by MYB	
<p style="text-align: center;">RESOURCES</p> <p style="text-align: center;">What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>		
Communication Platform Training Parent & Student Access to the Parent Portal Establish Academic Event Calendar Translation Services for Written Communication and Live Interpretation at Events Allocation of Funds for Teacher Participation in After-School Activities		

Commitment 2

KEY STRATEGY 2	Procedures and staff expectations for courtesy and student supervision will be clearly stated and monitored by the principal.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 2? What steps are involved?		
Staff expectations for confidentiality, courteous communication, and supervision will be clearly stated, posted and monitored by the principal.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	When will this be in place?
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Grade Level and Department Meetings Scheduled Staff Development		

KEY STRATEGY 3	Expectations for student conduct, safety practices and preparedness will be stated, practiced and regularly reinforced.	
IMPLEMENTATION		
What is our plan for implementing Key Strategy 3? What steps are involved?		
Student expectations for conduct, safety practices and preparedness will be stated, posted, practiced and regularly reinforced.	<input checked="" type="checkbox"/> by EPM <input type="checkbox"/> by MYB	When will this be in place?
RESOURCES		
What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?		
Grade Level, Team & Classroom Meetings Establish & Post Expected Behaviors Monthly Principal Directed Classroom Reads and Activities Purchase of Books & PBIS Behavior Rewards		

Progress Targets

Early Progress Milestones

We believe we are on track with the implementation of our strategies if we reach the following **Early Progress Milestones six to ten weeks** into implementation: *Identify Quantitative Data or Qualitative Descriptors that can serve as signals that our implementation is on track and we should continue pursuing these strategies.*

Key Strategy	What Early Progress Milestone data will we be reviewing?	What do we hope to see when we review that data? (<i>consider Student Data, Adult/Schoolwide Behaviors and Practices, and Student Behaviors and Practices</i>)	What we ended up seeing (<i>review six to ten weeks into the school year</i>)
Communication & Family Engagement	Academic Event Artifacts & Attendance Teacher Communication Survey	Established Academic Event Calendar ≥3 Events Family Attendance ≥20% of Total School Population Communication Application Usage ≥70% of staff	

Commitment 2

Expectations for Staff Courtesy & Supervision	Discipline Data Incident Reports	Common Area Disciplinary Referrals <4 (September 2024) Zero reported incidents of reported staff discourtesy	
Expectations for Student Conduct	Student Training Artifacts Behavior Artifacts Book of the Month Participation Discipline Data	100% Participation in Age-appropriate Student Behavior, Bias & Sexual Harassment Training Behavior Expectation Charts posted in 100% of student occupied spaces <3 Total incidents of harassment	

Mid-Year Benchmarks and End-Of-The-Year Targets

We believe successful implementation of these strategies will allow us to reach the following mid-year benchmarks and end-of-the-year goals.

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (review mid-year data)
Mid-Year Benchmark(s)	Academic Event Attendance Teacher Communication Survey Conference Logs	Academic Event Teacher Participation ≥50% Family Attendance ≥50% of Total School Population Communication Application Usage ≥90% of staff In-person Parent Conference/Event Attendance ≥50%	
	Discipline Data Incident Reports	Common Area Disciplinary Referrals <10 (September 2024) Zero reported incidents of reported staff discourtesy	
	Discipline Data	<7 Total incidents of harassment	
End-of-the Year Targets	Academic Event Attendance Teacher Communication Survey	Academic Event Teacher Participation ≥90% Family Attendance ≥90% of Total School Population Communication Application Usage ≥100% of staff In-person Parent Conference/Event Attendance ≥90%	
	Discipline Data Incident Reports	Common Area Disciplinary Referrals <20 (September 2024) Zero reported incidents of reported staff discourtesy	
	Discipline Data	<15 Total incidents of harassment	

Commitment 2

Spring Survey Targets

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	2023-24 Data (% agree or strongly agree)	Desired response (% agree or strongly agree)	What we ended up seeing (review Spring 2025)
Student Survey	My teachers send notes home or call my family. (F26)	73.3%	80%	
	My family goes to school events and conferences. (F29)	68.6%	75%	
	I am safe in my school.	81.7%	90%	
	Students are not picked on about their sexuality. (DV76)	71%	80%	
	Students treat each other with respect (RC12)	60.4%	70%	
Staff Survey	Students treat each other with respect. (RC12)	87.9%	90%	
	Student behavior does not interfere with instruction. (S69)	69.7%	75%	
Family Survey	I discuss what my child is learning with teachers. (C17)	80.3%	95%	
	Teachers contact me not just in times of concern. (F43)	77.5%	90%	
	I receive notes, calls and other feedback from my child’s teachers. (T28).	82%	90%	
	Our school leaders are available and approachable. (L07)	87.2%	95%	
	Students treat each other with respect. (RC12)	74.1%	85%	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at:

<https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf>. This section outlines how we worked together to develop our plan.

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school (optional for schools in CSI)
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Listen:** Interviewing Students
5. **Envision:** Reflect, Synthesize, and Plan
6. **Writing the Plan**

Team Collaboration

In the first two columns, identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent). In the rest of columns, indicate that team member's participation in each of the activities by identifying the date that person participated in that activity OR leaving the space blank if the person did not participate in that activity.

Name	Role	Orientation to School Teams (required for new TSI)	Envision: Exploring the Vision, Values and Aspirations	Analyze: Internal and External Data	Analyze: Survey Data	Listen: Student Interviews	Envision: Reflect, Synthesize and Plan	Plan Writing and Revision
Italo J. Baldassarre	Principal	5/29/24	7/5/24	7/5/24	5/29/24	7/5/24	7/18/24	7/18/24
Stefany Critelli	Intermediate Teacher	5/29/24	7/5/24	7/5/24	5/29/24	7/5/24	7/18/24	7/18/24
Laura Collier	ENL Teacher	5/29/24	7/5/24	7/5/24	5/29/24	7/5/24	7/18/24	7/18/24
Marissa Rogers	ENL Teacher	5/29/24	7/5/24	7/5/24	5/29/24	7/5/24	7/18/24	7/18/24
Cindy Smith	Parent	7/5/24	7/5/24	7/5/24	7/5/24	7/5/24	7/18/24	7/18/24
Danielle Winker	Parent	7/5/24	7/5/24	7/5/24	7/5/24	7/5/24	7/18/24	7/18/24
Rhonda Vekich	Primary Teacher	5/29/24	7/5/24	7/5/24	7/5/24	7/5/24	7/18/24	7/18/24
Thomas Zafuto	School Counselor	5/29/24	7/5/24	7/5/24	7/5/24	7/5/24	7/18/24	7/18/24

Learning As A Team

Directions

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

Student Interviews

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

The SCEPTeam examined survey and student achievement data to identify themes in the creation of school priorities. Student interview questions were developed to probe student perceptions in the areas of Social Emotional Learning, School Attendance, Academic Achievement, Inclusiveness & Respect for Diversity. 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 SCEPTeam in the development of a summary report. The full planning team was provided a copy of the Summary Report to be used to finalize our commitments and develop action steps.

Next Steps

Sharing the Plan

Schools in the CSI Model

As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEPTeam is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the [SCEP Rubric](#) and made any necessary revisions, the principal should email the NYSED liaison and:

1. Confirm that the team has reviewed the plan against the SCEPTeam rubric, ensured the plan met [minimum expectations](#), and made any necessary changes;
2. Identify the areas of the plan about which the team is most confident;
3. If applicable, identify if there are any specific areas of the plan about which the team is less confident. The principal is also able to request a follow-up meeting to further explore these areas prior to [Pre-SCEPTeam Meeting Planning Session 5](#) indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by **July 15, 2024**.
4. Once your plan is finalized, ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.

Schools in the ATSI model and TSI Model

When the SCEPTeam is satisfied with the plan, **please compare the completed plan to the [SCEP Rubric](#) to consider where there may be opportunities to strengthen the plan.** After the team has analyzed the completed plan in relation to the SCEPTeam rubric and made any necessary revisions, please share the plan with your District, who will verify that the plan meets [NYSED's minimum expectations](#). Plans will need to be approved by the District before the first day of the 2024-25 school year.

Next Steps

Once the plan has been finalized, ensure that the District (Superintendent or designee) and the local Board of Education have approved the plan and that the plan is posted on the district website.

Implementing the Plan (All Schools)

1. Ensure that the plan is implemented no later than the first day of school.
2. Monitor implementation closely and adjust as needed.
3. Plan to have the SCEP team reconvene during the year to discuss implementation and review progress in relation to the Early Progress Milestones and Mid-Year benchmarks identified.
4. Ensure that there is professional development provided to support the strategic efforts described within this plan.
5. 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.