School Comprehensive Education Plan
2023-24

District	School Name	Grades Served
Utica City	Columbus Elementary	K-6

Collaboratively Developed by:

The Christopher Columbus Elementary SCEP Development Team in partnership with the staff, students, and families of Christopher Columbus Elementary

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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

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they 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.
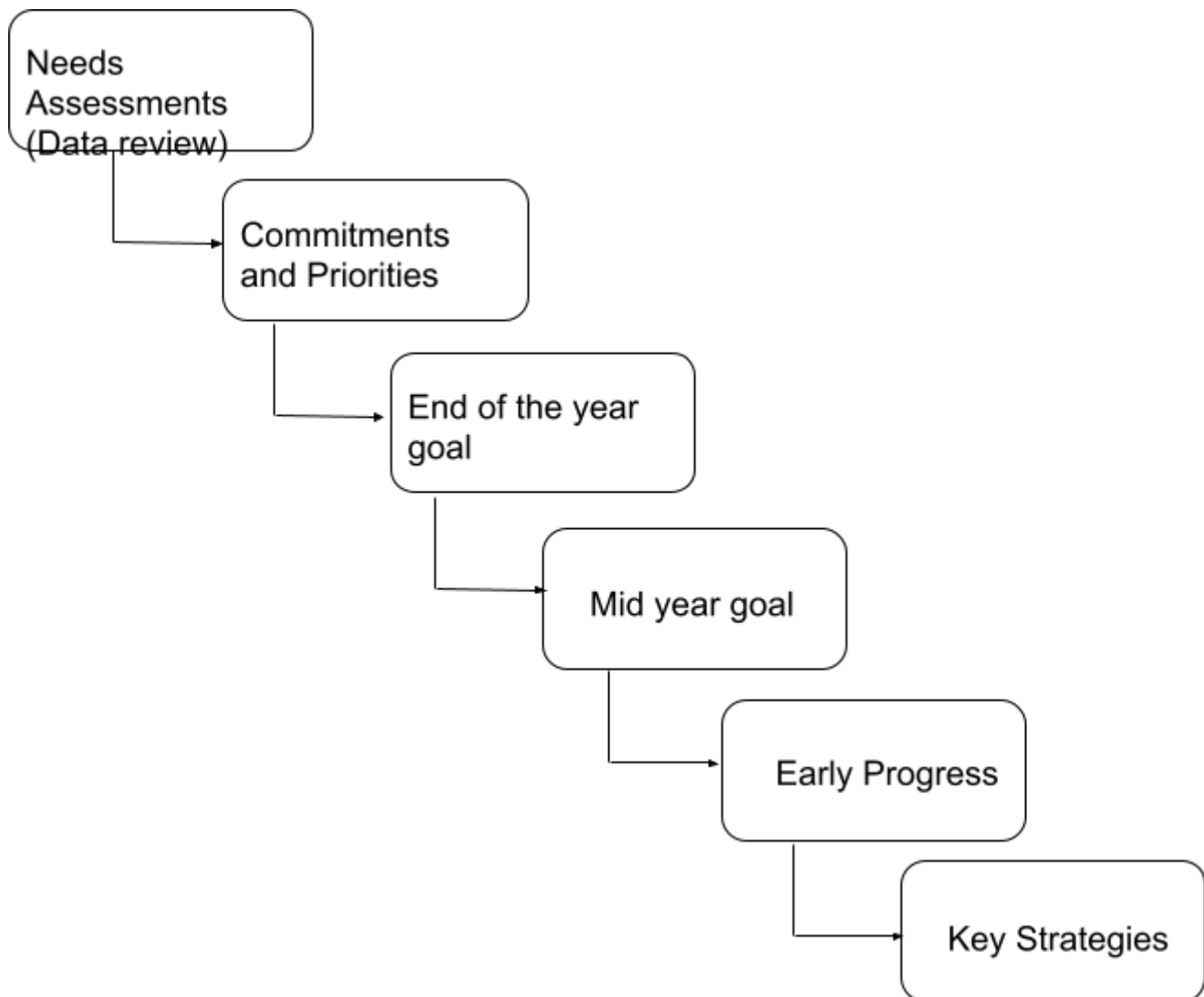
Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to enhancing student academic performance with a supportive, productive and positive learning environment.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	A major focus going into next school year will be to continue to rebuild the foundation of our Columbus School Family, with a focus on creating a full school community which involves all stakeholders. We have an incredibly diverse population of students with an almost 40% ELL student body. Students join our school throughout the year due to refugee situations and migration. We are a low socio-economic school with 100% of students receiving free lunch and breakfast. Much of our school funding is Title I. Based on student interview data, we would like to expand our Project Based Learning to encompass significant STEAM projects; including quarterly school wide projects, in all academic areas. Students began to excel this past school year with the introduction of a school wide project that culminated in a STEAM Fair at the end of the school year. Students stated that they truly enjoyed the camaraderie of working with both their own grade level and supporting other students in other grade levels, as well. Students feel safe while at school due to the widening consistency of the Columbus Family they are currently used to. This feeling and sense of belonging will contribute in decreasing our chronic absenteeism rate and increase student performance success.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Student Survey Data Parent Survey Data Staff Survey Data State Assessments Benchmark Assessments iReady Absenteeism Retentions Behavioral Referrals IST Referrals	5% increase in both Math and ELA State Assessments 5% increase in Benchmark Assessments 10% increase in parental involvement 10% increase in students after school activities	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	I know all about my grade level and services at my school. I know my monthly Dojo Virtues. I have a growth mindset.	90% Agree or Strongly Agree	

	Mindfulness helps me prepare for my day. I learned from the STEAM activities in school this year. My family helped me with my STEM projects.		
Staff Survey	The school makes sure that all students can experience success. The school offers support services to assist all learners. The grade level and support services brochures help build the school community. The school promotes a positive learning environment using a growth mindset for all students and staff. Mindfulness helps me prepare for my day.	90% Agree or Strongly Agree	
Family Survey	My child feels connected to their school community. I know about my child's grade level and services at my school. I know what having a growth mindset means. My child's teacher promotes a growth mindset. My child's school uses mindfulness to help them prepare for their day.	90% Agree or Strongly Agree	

	My child was excited about the STEAM activities this year. I enjoyed celebrating my child's accomplishments with the STEM projects.		

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	iReady	5% increase in math and ELA	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	iReady	By June 2024, all students will have increased in academic growth by 5% in both Math and ELA	
Adult/Schoolwide Behaviors and Practices	SchoolTool Data IST CSE	By June of 2024, 95% of all staff will maintain an effective, supportive, positive, and productive learning environment for all students as evidenced by Instructional Walks, formal and informal observations.	

| Student Behaviors and Practices | Schooltool Behavior Reports

IST

CSE | By June of 2024, all students will have participated in Growth Mindset and Mindfulness activities.

By June 0f 2024, 90% of students will have participated in a family event. | |

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
STEAM Fair	Grade level teams will discuss and decide on a STEAM project for either whole group, small group or individual projects. STEAM Student of the week will continue with fidelity.	Funding for materials, teacher hours, field trips, and awards. Physically setting up a STEAM fair in the gym. After school hours and transportation for students to work/stay late. STEAM kits.
Cultural Night	ENL / Bilingual teachers and Math/ELA facilitators will facilitate a night at school to feature and present different foods, dances, flags, cultural information, and languages. Student assemblies highlighting cultural performers.	Academic coaches Funding for materials Parent panel of helpers/planners Transportation Funding for outside entertainers.
Math and ELA Bulletin Board/Weekly Math Mind	Weekly Math/ELA questions for each grade level to answer and winners get a small prize. (Google Classroom)	Large Bulletin Board Promethean Board for outside of office

Busters and ELA Vocabulary Challenge	Weekly ELA/Vocabulary question for each grade level to answer and winners get a small prize. (Google Classroom) Large Bulletin Board can be changed up by Art Teacher and rotating Grade level teams. Quarterly to highlight seasonal, math and ELA themes as a visual representation of these challenges.	Art materials Prizes Math and ELA Facilitators
Career Fair/Community Readers	Career Fair organized by Support Staff to enhance the CTE program. First week in March for Community Readers to be arranged for each classroom. School Librarian will choose/supply books associated with the readers' careers.	Assembly space Funding for books Funding for resources and materials
ELT and Academic Clubs	Student survey expressed the desire for more after school activities and clubs. Extended learning opportunities for both enhancement and enrichment.	Funding for advisors and materials an resources

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We are committed to creating a calm, positive, mindful and respectful learning environment where our students feel safe, and comfortable to be themselves.
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	We are committed to enhancing the foundation of our Columbus school family with a focus on creating a school community where every student feels safe, included and successful. Based on student survey data, we feel the need to reinforce our anti-bullying policy, incorporate our social-emotional programs, and strengthen our core values as productive members of society. We are committed to continuing to restore these positive connections. We believe that by making social emotional learning and student well-being a priority, that will increase the overall success of our school.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	**What do we hope to see when we review that data?**	**What we ended up seeing** *(complete at the end of the year)*
End-Of-The-Year Goals	Attendance and Discipline referrals in School Tools	Decrease in chronic absenteeism Decrease in ODRs Increase in student engagement Increase in student growth	

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

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	I feel like I belong at my school. My opinion matters at my school. I have a say in some of the things that happen at my school. There are activities that I can join. I can help make my community a better place. I am able to learn new things.	90% of students will agree or strongly agree	
Staff Survey	The school makes sure that all children feel like they are valued. The school provides opportunities for everyone to feel connected.	90% of students will agree or strongly agree	
Family Survey	My child feels a connection to the school. The school staff cares about my child.	90% of parents will agree or strongly agree	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	IST Referral CSE Referral Attendance	5% Decrease in discipline referrals 10% Increase in student attendance	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	SchoolTool Data IST CSE Assessment Data	5% Decrease in discipline referrals 10% Increase in student attendance 5% Increase in academic performance	
Adult/Schoolwide Behaviors and Practices	SchoolTool Data IST CSE	5% Decrease in discipline referrals 10%Increase in student attendance 10% Increase in parent attendance at activities	
Student Behaviors and Practices	Schooltool Data IST CSE	5% Decrease in discipline referrals 10% Increase in student attendance	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Positivity Project/Character Education	Staff will introduce Positivity Project monthly themed videos and complete SEL activities during the school day with their students.	Positivity Project resources Character Ed resources

School Based Crisis Team	Trained individuals will provide support in the instance of a major crisis to a student or staff member in the building.	PDP hours
District Wide Speaker: Transforming Trauma	David Melnick will be speaking to staff to kick off the school year.	District responsible
District Wide Book Study: Trauma Sensitive Schools	Author is Susan Craig. Elementary focused book study available.	PDP hours
Daily Meditation and Positive Affirmation	Daily announcements will lead students in 2 minutes of meditation and a positive affirmation the students will say aloud.	Align meditations with Positivity Project themes
Student of the Month Assemblies	Awards given to the chosen students. Monthly character traits will be introduced.	Awards and prizes
Weekly Attendance Social Emotional Meetings	Guidance Counselor will facilitate meetings to bridge the gap between attendance and mandated CPS calls.	Meeting minutes
Team Building Field Trips	Field trips selected will encompass an educational component as well as a focus on team building and social skills.	Transportation Funding for admission

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	**Project Based Learning** **Social Emotional Learning**
We envision that this Evidence-Based Intervention will support the following Commitment(s)	All commitments
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Student interviews revealed that the children want to continue to get back to "normal" post-Covid. We will continue to support them in every way possible, focused on their overall well-being.

☐ 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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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 "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf. This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Elizabeth Gerling	Principal
Aaron Cidzik	Math Faciliatator
Minka Kudic	Parent
Connie Zelsnack	K Teacher
Carolyn Alesia	1st Grade Teacher
Jennifer Scaparo	2nd Grade Teacher
Marnie Williams	3rd Grade Teacher
Stephanie Payne	6th Grade Teacher
Michele Parrotta	4th Grade Teacher
Melissa Shafer	5th Grade Teacher
Kim Ferrucci	6th Grade Teacher
Hannah Smith	Bilingual K Teacher
Melissa Evolo	Special Education Teacher
Shauna Mills	ENL Teacher
Mamie Faga	Special Area Teacher

Stephanie Graham	ELA Faciliatator
Danyse Collins	Speech Pathologist
Joshua Fucci	Social Worker

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
5/31/2023	x				x		
6/5/2023	x	x	x	x		x	x
6/6/2023							x
6/26/2023							x
6/27/2023							x
6/28/2023							x
6/29/2023							x

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Stephanie Graham
Shauna Mills
Michele Parrotta
Stephanie Payne
Melissa Shafer
Jennifer Scaparo
Hanna Smith

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
Our commitments will encompass deepening connections among the entire school community.   We will build upon what has already been created in the past, as well as offer more opportunities for families during the school year. We will also continue to use our character education program and the Positivity Project, Growth Mindset, Mindfulness, school wide assemblies, student forums, student projects and other resources to ensure every aspect of our students' lives are enriched and enhanced while in attendance and beyond.

Next Steps

1. **Sharing the Plan:**
   a. **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 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 July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** 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 2023-24 school year.
   c. **All Schools:** 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.
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 adjust 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.