School Comprehensive Education Plan
2023-2024

District	School Name	Grades Served
Utica	Senator James H. Donovan	7-8

Collaboratively Developed By:
The Senator James H. Donovan SCEP Development Team:

Ann Marie Palladino-Principal

Rebecca Guerrero-Assistant Principal, Deanna Pecheone-Assistant Principal,

Ryan Fagan-AIS Coordinator, Marc Leo-Math Teacher and Team Leader,

Jessica Kokoszki-ELA Teacher and Team Leader, Gina Costantine-ENL Teacher and Team Leader,

Colleen Egresits-Special Education Teacher and Team Leader,

Erin Scalise-Counselor, Kendra Frazier-Parent Liaison,

Monica Marcano-Parent

And in partnership with the staff, students, and families of Senator James H. Donovan.

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

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.
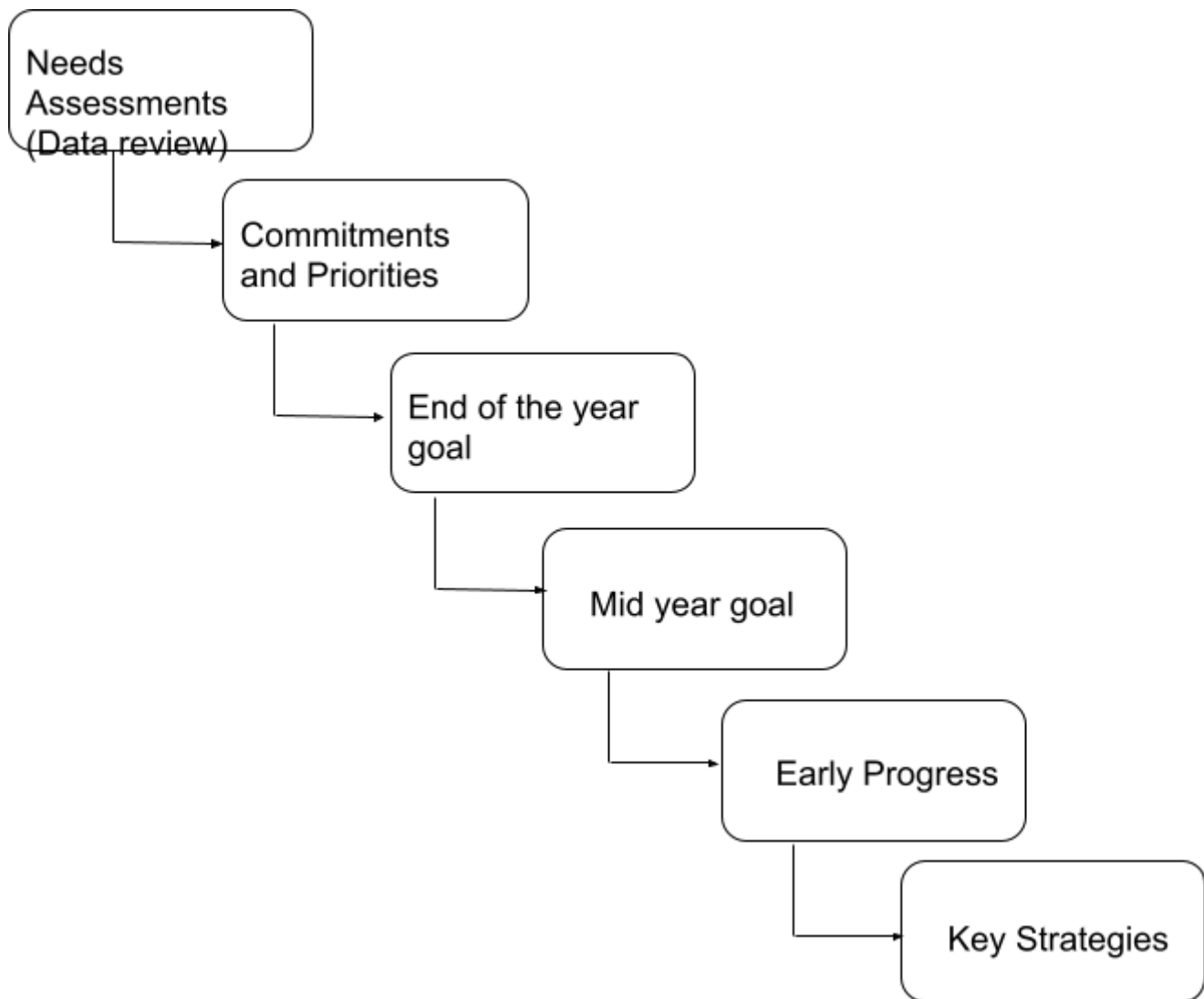
Strategies

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 commit to strengthening our ability to provide a cohesive, relevant curriculum by developing and implementing comprehensive and rigorous English Language Arts (ELA) Lab and Math Lab guidelines and procedures to support students' individual needs.
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?*	The rationale for this commitment stems from the fact that the school has rigorous ELA and Math Curriculum and Assessments for Math and ELA courses created by school experts and the local BOCES. However the guidance for ELA and Math labs that support individual students' needs are not of equal rigor. The school envisions using data-driven decision making to provide academically challenging experiences for all students in a respectful, responsible, kind and safe environment in collaboration with families. The commitment relates to what we heard from others and observed through analysis: ● The American Institute of Research provided on-site leadership and instructional coaching throughout the school year. Findings indicated the ELA and Math labs were not consistent in terms of planning, instruction and/or data analysis. Small group instruction and student self-monitoring were lacking. ● Student surveys regarding ELA and Math lab operations indicate students were bored with i-Ready and want more engaging activities during lab instruction with less time on the computers. ● The school administration and teacher leaders conducted informal Instructional Walks. Findings indicated there was minimal use of small group instruction, differentiated instruction, the use of data to individualize instruction to meet the needs of all learners and/or student self-monitoring. ● The school administration leaders conducted lesson plan reviews. Findings indicated there was minimal documentation of small group instruction, differentiated instruction, the use of data to individualize instruction to meet the needs of all learners or student self-monitoring.

Progress Targets

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

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 (complete at the end of the year)
	Instructional Walks Data	85% or more of Instructional Walks will indicate that researched-based instructional strategies are employed effectively, including the use of small group instruction and student self-monitoring.	
	Lesson Plans Review Data	85% or more of lesson plans document researched-based instructional strategies that are employed effectively, including the use of small group instruction and student self-monitoring.	
	Final Exam 40 Week ELA and Math Assessments	60% or more of the students are passing their 40 Week ELA and Math Assessments with 65% or higher.	

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	In class we often work with partners, or in groups. Of those surveyed, 49.8% strongly agree or agree.	85% or more of the students in ELA and Math Labs will indicate they often work with partners, or in groups.	

Staff Survey	Students in this school have strategies to track their own learning. Of those surveyed, 52.4% strongly agree or agree.	85% or more of the students in ELA and Math Labs will indicate they have strategies to track their own learning.	
Family Survey	Family surveys did not indicate any areas of improvement. However, written suggestions include offering more before and after school programming and clubs.		

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)		Instructional Walks Data	At least 65% of Instructional Walk data will indicate that researched-based differentiated instructional strategies were employed effectively, including the use of small group instruction and student self-monitoring.	
		Lesson Plans Review Data	At least 65% of lesson plans will document research-based differentiated instructional strategies, including the use of small group instruction and student self-monitoring.	
		Midterm 20 Week ELA and Math Assessments	At least 50% of the students are passing their 20 Week ELA and Math Assessments with 65% or higher.	

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	10 Week ELA and Math Assessments	At least 40% of students are passing with a 65% or higher.	
Adult/Schoolwide Behaviors and Practices	Round 1 Instructional Walk Data Round 1 Lesson Plan Review Data	At least 50% of Instructional Walks indicate researched-based instructional strategies were employed effectively. At least 50% of Lesson Plan Review data indicate research-based differentiated strategies are evident, including small group instruction and student self-monitoring.	
Student Behaviors and Practices	Student Work Folders	At least 75% of Student Work Folders have a self-monitoring system to track progress.	

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?
High-Impact Teaching Strategies	Develop and implement ELA and Math Lab guidelines and procedures that include timelines, target power skills, small group instruction, student self-monitoring, differentiated instruction, data analysis and action planning to provide expectations and a common framework of understanding.	Processes Schedule Space Money Staff: AIS Facilitator, Math and ELA Teachers

Instructional Coaching	Provide professional development, via instructional coaching, book studies, training, etc., in the areas of data analysis, differentiation, research-based instructional strategies, etc, throughout the school year to support teachers implementing the ELA and Math Lab guidelines and procedures.	Schedule Space Staff: School Leaders, Coaches, Team Leaders, Effective and Highly Effective Teachers
Data Analysis	Utilize Data Days for ELA Teachers, Math Teachers and Instructional Coaches every 5-6 weeks to analyze individual and group data and develop action plans to address deficiencies.	Schedule Space Money Staff: School Leaders, Coaches, Team Leaders, ELA Teachers, Math Teachers

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	We commit to deepening connections among Students, Staff, and the Community by creating a tiered system of intervention and support for students utilizing school, district, community and outside agencies.
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?*	The rationale for this commitment stems from the fact that identified subgroup data reveals that these students have a higher rate of chronic absenteeism and suspensions compared to all students. It is imperative students attend school regularly to benefit from instruction. The school envisions using data-driven decision making to provide academically challenging experiences for all students in a respectful, responsible, kind and safe environment in collaboration with families. This commitment relates to what we heard from others: ● Families: In order to decrease suspensions, increase efforts with mediation and anti-bullying. ● Families: In order to decrease chronic absenteeism, increase before and after school programming and clubs. ● Students and teachers: In order to decrease suspensions, have more incentives for those that follow the rules and after school detention for those that don't follow the rules. ● Students: In order to decrease chronic absenteeism, provide more after school special events students earn for good attendance and have more mentoring programs.

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	School Tool Chronic Absenteeism Data	At least a 10% decrease in the identified subgroup chronic absenteeism.	
	School Tool Disposition Data	At least a 10% decrease in the identified subgroup out of school suspensions.	

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	Student behavior interferes with instruction during class time. Of those surveyed, 65.1% strongly agree, agree or somewhat agree.	50% or less students believe that student behavior interferes with instruction during class time.	
Staff Survey	Student behavior interferes with instruction. Of those surveyed, 76.2% surveyed strongly agree, agree or somewhat agree.	50% or less staff believe that student behavior interferes with instruction.	
Family Survey	Family surveys did not indicate any areas of improvement. However, written suggestions include offering more before and after school programming and clubs.		

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)	School Tool Chronic Absenteeism Data	At least a 5% decrease in the identified subgroup's chronic absenteeism.	
	School Tool Disposition Data	At least a 5% decrease in the identified subgroup's suspension rate.	

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	School Tool Chronic Absenteeism Data	At least a 2% decrease in the identified subgroup's chronic absenteeism.	
Adult/Schoolwide Behaviors and Practices	IST Meeting Minutes	Minutes reflect appropriate referrals for at-risk students in the identified subgroup to outside agencies that work within the school setting-Safe Schools, Attendance Teachers, Probation, Hillside, Young Scholars, etc. Each agency will provide monthly reports to the school leader identifying caseload and progress monitoring.	
Student Behaviors and Practices	School Tool Disposition Data	At least a 2% decrease in the identified subgroup's suspension rate.	

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?
Multi-Tiered System of Supports (MTSS)	Create and implement a MTSS that is clearly known, understood and utilized by school staff and outside agency staff that includes supports such as, before/after school programming, clubs, mentoring, mediation, incentives, after school academic study hall, etc. in order to streamline process and maximize the use of staff's time.	Schedule Space Money Process Staff: Administration
Restorative Justice	Research and recommend specific restorative justice practices that can be embedded in our procedure to school leaders for approval in order to support students.	Schedule Space Process Staff: Social Emotional Learning Committee
Supportive Climate	Develop and implement an Anti-Bullying Campaign in order to support students.	Schedule Space Money Process Staff: Family Engagement Committee

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 ☐ 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	Instructional Coaching: Coaching programs are broadly defined as in-service PD programs where coaches or peers observe teachers' instruction and provide feedback to help them improve. Coaching should be individualized, time-intensive, sustained over the course of a semester or year, context-specific, and focused on discrete skills. Common roles for coaches include: ● Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. ● Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. These

	individuals can ensure a consistent curriculum implementation throughout a school. ● Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction.
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitment 1: We commit to strengthening our ability to provide a cohesive, relevant curriculum by implementing a comprehensive English Language Arts (ELA) and Math Lab curriculum.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	Envision: The school envisions using data-driven decision making to provide academically challenging experiences for all students in a respectful, responsible, kind and safe environment in collaboration with families. Analyze: Based on input from various stakeholders, they are all in agreement that labs must be reconfigured. However, guidance and support is essential. Listen: Teachers learn best from embedded professional development. Teachers are struggling with engaging and motivating students during lab sessions and will benefit from coaching in lesson planning and instructing differentiated learning.

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
Ann Marie Palladino	Principal
Rebecca Guerrero	Assistant Principal
Deanna Pecheone	Assistant Principal
Ryan Fagan	AIS Facilitator
Marc Leo	Math Teacher and Team Leader
Jessica Kokoszki	ELA Teacher and Team Leader
Gina Costantine	ENL Teacher and Team Leader
Colleen Egresits	Special Education Teacher and Team Leader
Erin Scalise	Counselor
Kendra Frazier	Parent Liaison
Monica Marcano	Parent

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
04/27/2023	X	X					
05/12/2023	X	X					
05/22/2023	X	X					
05/31/2023					X		
06/05/2023				X	X		
06/07/2023					X		
6/16/2023			X				
06/30/2023						X	X
07/5/2023						X	X
07/10/2023							X

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 student interview process results were directly embedded in the SCEP Commitments and Activities. ● Student surveys regarding ELA and Math lab operations indicate students were bored with i-Ready and want more engaging activities during lab instruction with less time on the computers. (Commitment 1) ● Students: In order to decrease suspensions, have more incentives for those that follow the rules and after school detention for those that don't follow the rules. ● Students: In order to decrease chronic absenteeism, provide more after school special events students earn for good attendance and have more mentoring programs. (Commitment 2)

Next Steps

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.