



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-2023

District	School Name	Grades Served
Utica City School District	Christopher Columbus Elementary School	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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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.

- [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](#)

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>

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to continue fostering a supportive, positive, and productive learning environment in order cultivate connections among students, staff and the school community.</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>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. Based on student interview data, our students were much happier to be back in person at school, but with social distancing, still felt the regulations caused some feelings of isolation. Students feel safe while at school due to the consistency of the Columbus Family they are used to. This feeling and sense of belonging will assist in decreasing our chronic absenteeism rate and increase student performance success.</p> <p>It is very evident that we must focus on deepening the connections among students, staff, parents and the school community. During the 2020-2021 PLC student survey, students expressed that only 73% of their families engage in school activities and/or schoolwork with them. We are committed to continuing to restore these connections and bringing normalcy back to their lives. We believe that by making Social-Emotional Learning and student engagement a priority that we can increase the overall success of our school. We will continue and develop the use of Growth Mindset and character education in all classrooms to foster a positive school culture. We will continue to use the power of Mindfulness into our morning meditation with additional resources and opportunities for increased potential. We will incorporate a "STEM Student of the Week" for students in grades K-4 to incorporate family activities that will culminate in students in grades 5-6 participating in a science fair. Lastly, we will continue to hold monthly Family Literacy Nights in an attempt to increase more family engagement.</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>Building-Wide Growth Mindset combined with the character education program</p>	<ul style="list-style-type: none"> • We will expand on utilizing Growth Mindset with students. • Teachers will collaborate and continue to research and use positive student engagement strategies that will focus on Growth Mindset and the Monthly Dojo Virtues. • We will continue the use of Monthly Dojo Assemblies and School-Wide Bulletin Boards that will display student work. • Monthly vertical team meetings that focus on student social/emotional learning and positive student engagement strategies. 	<p>Student engagement and Growth Mindset resource binder</p> <p>Meeting minutes</p>	<p>Funding to purchase resources</p>

Commitment 1

<p>The ABC's of STEM for grades K-4</p>	<ul style="list-style-type: none"> • Teacher will choose a student each week to be the STEM Student of the Week. • Students will get a STEM kit of activities they will complete with their families. • At the end of the week, the student will present all of their activities to their classmates 	<p>Student projects Family feedback</p>	<p>The ABC's of STEM is a sponsored program which is at no cost to schools</p>
<p>Science Fair Grades 5-6</p>	<ul style="list-style-type: none"> • Students will choose, research and present a science project at the science fair. • Families will be asked to attend this evening event once a year. 	<p>Chromebooks Current Science Textbooks Student feedback</p>	<p>Teacher/Parent volunteers for night of event</p>
<p>Family Literacy Night</p>	<ul style="list-style-type: none"> • Continuation of monthly Family Literacy Nights with a focus on social emotional learning and positive character education. 	<p>End of the year survey</p>	<p>Funding for staff, materials, books and resources.</p>

Commitment 1

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 <i>(e.g. % agree or strongly agree)</i>
Student Survey	<p>I know all about my grade level and services at my school.</p> <p>I know my monthly Dojo Virtues.</p> <p>I have a growth mindset.</p> <p>Mindfulness helps me prepare for my day.</p> <p>I learned from the STEM activities in school this year.</p> <p>My family helped me with my STEM projects.</p>	90% Agree or Strongly Agree
Staff Survey	<p>The school makes sure that all students can experience success.</p> <p>The school offers support services to assist all learners.</p> <p>The grade level and support services brochures help build school community.</p> <p>The school promotes a positive learning environment using growth mindset for all students and staff.</p> <p>Mindfulness helps me prepare for my day.</p>	90% Agree or Strongly Agree
Family Survey	<p>My child feels connected to their school community.</p> <p>I know about my child’s grade level and services at my school.</p> <p>I know what having a growth mindset means.</p> <p>My child’s teacher promotes a growth mindset.</p> <p>My child’s school uses mindfulness to help them prepare for their day.</p> <p>My child was excited about the STEM activities this year.</p> <p>I enjoyed celebrating my child’s accomplishments with the STEM projects.</p>	90% Agree or Strongly Agree

Commitment 1

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.

- By June of 2023, 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.
- By June of 2023, 90% of families will have participated in a school-based activity as evidenced by parent involvement attendance.
- By June of 2023, all students will have participated in Growth Mindset and Mindfulness activities.
- By June Of 2023, 90% of students will have participated in a family event.
- Decrease in chronic absenteeism rate.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to a school community that provides opportunity for student-led project based learning that will encourage leadership and growth mindset skills.</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>We believe that promoting and encouraging student-led projects/clubs/ and activities are important to the development of critical thinking skills and to solving real world problems. Also, 72% of parents responded to the 2021-2022 Parent Survey that they would like to have an improvement in the availability of more clubs, activities, and events to help students engaged and connect to school. Taking part in these types of experiences is an important part of personal growth and self- confidence. Based on student interview data, it was obvious that in the past year, students missed not having the opportunity to collaborate with their peers. Students have expressed the desire to participate in hands-on learning, project-based clubs and other community activities.</p> <p>We believe it is important:</p> <ul style="list-style-type: none"> - To Initiate student led civic engagement projects and school-based leadership opportunities; - To facilitate teaching and learning practices that enable students to grow as independent learners, think critically, make meaning of new concepts in a variety of ways, and apply learning to meaningful, real world situations; and, - To expand upon programs (Class Dojo and Growth Mindset) already in place to deepen the understanding and importance of character development and that all students have the capacity to learn and apply new ideas and concepts. <p>We will prepare the school community for rigor and independent learning by providing an environment that is academically rigorous and intellectually challenging – which also aligns with the District's DCIP. Instruction will include</p>

Commitment 2

opportunities to use critical reasoning, take academic risks, and encourage the growth mindset to learn from mistakes.

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>Extend opportunities for students to be a part of the decision-making process, and engage with one another</p>	<p>Student Council:</p> <ul style="list-style-type: none"> • Grades 4-6 will be given the criteria/standards to run and serve in the beginning of the school year. • Campaigns will begin the second full week of September. • Elections for classroom representatives and officers will occur the first week of October. • monthly meetings with the school based inquiry team will begin after representative elections 	<p>Survey responses</p> <p>100% of classrooms grades 3-6 will have at least one representative</p> <p>75 % of student reps will attend each meeting</p>	<p>Funding for staff who oversee student council</p> <p>Meeting location</p> <p>Meeting Schedule</p>
<p>Service/learning project</p>	<ul style="list-style-type: none"> • Student Council will oversee all Service/Civic projects • Student will discuss and decide where to donate proceeds each quarter 	<p>Response to applications</p> <p>Quarterly reports shared at Dojo Assembly</p>	<p>Gloves</p> <p>Funding for transportation</p> <p>Meeting Schedule</p>

Commitment 2

	<ul style="list-style-type: none"> • Student volunteers, student council and principal will decide on how to advertise for each event • Student volunteers will develop a schedule for each collection pick up 		
Provide opportunity for classes to leave a legacy to school and have some ownership/connection to school even after they have graduated	<p>School Garden:</p> <ul style="list-style-type: none"> • K and 6 will decide which of the 2 perennials to plant • plant markers will be created with help of art teacher • classes will rotate to visit/take care of plant • field trips to observe agricultural programs (in person and virtual) with Cornell Cooperative Extension and Morrisville College 	<p>Each class plant their own plants in the courtyard.</p> <p>Guest Speakers will be invited to speak to classes on how to cultivate and nurture plants</p>	<p>Guest speakers</p> <p>Funding for materials/tools</p> <p>Funding for transportation and field trips</p>
Extended School Learning Opportunities	<ul style="list-style-type: none"> • K-6 Extended learning opportunities for students to work on curriculum-based projects, activities and lessons. 	<p>Assessment scores will increase by 5% for students attended the Extended Learning Opportunities.</p>	<p>Teachers at each grade level</p> <p>Funding for staff</p>
SCEP Monitoring Meetings	<ul style="list-style-type: none"> • SBIT will meet monthly to monitor the progress of each strategy within the 2022-2023 SCEP. 	<p>Team members will review all strategies of the SCEP and monitor a timeline for completion.</p>	<p>School Based Inquiry Team members</p> <p>Funding for staff</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 <i>(e.g. % agree or strongly agree)</i>
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 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.
<ul style="list-style-type: none"> • 100% of student will feel a sense of community as evidenced by a student survey. • 100% of students will have participated in project-based learning as evidenced by student projects.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	All Commitments

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

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
Elizabeth Gerling	Principal
Mubera Nuhanovic	Parent
Minka Kudic	Lunch Monitor/Parent
Connie Zelsnack	K Teacher
Tammy DiMezzo	1 st Grade Teacher
Jennifer Scaparo	2 nd Grade Teacher
Marnie Williams	3 rd Grade Teacher
Stephanie Payne	3 rd Grade Teacher
Michele Parrotta	4 th Grade Teacher
Linda DeLuke	5 th Grade Teacher
Kim Ferrucci	6 th Grade Teacher
Hannah Smith	Bilingual K Teacher
Melissa Evolo	Special Education Teacher
Shauna Mills	ENL Teacher
Mamie Faga	Special Area Teacher

Our Team's Process

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	x		
May 19, 2022		x	x	x		
May 24, 2022		x	x	x		
May 26, 2022	x					
May 31, 2022			x	x		
June 1, 2022					x	
June 7, 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

Although students were eventually able to work in a group setting, the activities were still limited based on social distancing constraints. This left a huge void of not feeling fully connected to our school family. Our first commitment will encompass deepening connections among the entire school community. This came directly from the student interviews and our parent panel from our 2020-2021 DTSDE review. 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, 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.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The self-reflection touched on how our students did not have as many opportunities for student-based learning as most of the year, students were still under COVID regulations of social distancing. Our second commitment was molded by both the student interviews and the equity self-reflection and will encompass a school-wide, civic project based, student centered, program inclusive of the community. We hope to provide students with multiple learning opportunities which will include guest speakers, hands-on projects, and field trips (virtual and in person).

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.