



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2024-25

District	School Name	Grades Served
Amityville School District	Amityville School District	3-5

Collaboratively Developed By:
The PAMES SCEP Development Team

First Name	Last Name	Role
Edward	Plaia	Principal
Sonia	Rodrigo	Part-time Assistant Principal
Joan	Lange	Assistant Superintendent for Curriculum and Instruction
Jo Ann	Cruz	5th Grade Teacher, Bi-Lingual
Kelly	Darling	4th Grade Inclusion Teacher
Jessica	Draddy	ENL Teacher
Francine	Ferber	Reading Teacher
Paul	Grasso	5th Grade Teacher, Special Education
Adrienne	Hartung	3rd Grade Teacher
Melissa	McCormack	4th Grade Teacher
Amy	Stein	Instructional Coach
Nicole	Tanbasi	5th Grade Teacher
Georgette	Thompson	3rd Grade Teacher

And in partnership with the staff, students, and families of Park Ave Memorial Elementary School.

COMMITMENT 1

Our Commitment

<p>What is one Commitment we will promote for 2023-24?</p>	<p>Park Avenue Memorial Elementary School is committed to improving attendance and addressing the causes of chronic absenteeism from our school to provide students with the necessary time needed to grow and thrive academically, socially, and emotionally.</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>Research supports that chronic absenteeism is detrimental to the success of students. Several students have been labeled as “chronically absent,” as defined by New York State.</p> <p>PAMES identified the second quarter of the school year with significant chronic absenteeism.</p> <p>The attendance for the 23-24 school year during the 1st quarter was as follows:</p> <p>Grade 3 - 93.14%, daily attendance, total absent days -540 Grade 4 -95.13% daily attendance, total absent days -444 Grade 5 - 93.06% daily attendance, total absent days - 551</p> <p>Chronic absent percentages for each quarter:</p> <table><tr><th>Quarter 1</th><th>Quarter 2</th><th>Quarter 3</th><th>Quarter 4</th></tr><tr><td>89 students</td><td>155 students</td><td>116 students</td><td>124 students</td></tr><tr><td>15.50%</td><td>27%</td><td>20.20%</td><td>21.60%</td></tr></table> <p>These absences negatively affect students in the following areas: Academic Success, Social Emotional Development, and Future Life Skills.</p> <p>Academic Success: We believe that regular attendance will lead to improved learning outcomes, better grades, and a stronger foundation for future academic success.</p> <p>Social and Emotional Development: The data show that when our students attend school regularly, social and emotional development is stronger in our students. When they attend school consistently, they have more opportunities to build positive relationships with their peers, teachers, and other</p>	Quarter 1	Quarter 2	Quarter 3	Quarter 4	89 students	155 students	116 students	124 students	15.50%	27%	20.20%	21.60%
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	<p>staff members. To reduce absenteeism, PAMES aims to create a positive and supportive school environment that promotes healthy social interactions and emotional well-being.</p> <p>Achievement Gaps: Absenteeism often exacerbates achievement gaps between our students from different backgrounds. Students who miss school frequently fall behind in their studies and struggle to catch up, leading to widening disparities in academic performance. PAMES is committed to improving absenteeism to ensure that all of our students, regardless of their background, have an equal opportunity to succeed academically and bridge the achievement gap.</p> <p>Future Success and Life Skills: Regular school attendance is not only essential for academic success but also for developing important life skills. By attending school consistently, our students learn valuable skills such as time management, responsibility, and discipline. PAMES recognizes that by prioritizing attendance and reducing chronic absenteeism, we are equipping students with the tools they need to thrive academically and in their personal lives.</p>
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Progress Targets

By the end of the year, we will look to 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 <i>(complete at the end of the year)</i>
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End-Of-The-Year Goals	<p>Attendance data provided by our student management system.</p> <p>We will be using the “Absent days count” for each quarter, in addition, we will closely be monitoring “chronic absenteeism.”</p>	<p>Improvement in students’ attendance.</p> <p>We believe that a reasonable expectation is that by the end of the academic year 85 % of our students will attend school regularly and on time.</p> <p>We would like to reduce the percentage of chronic absenteeism each quarter.</p>	
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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 <i>(e.g., % agree or strongly agree)</i>	What we ended up seeing <i>(complete once Spring survey results are available)</i>
Student Survey (195 responses)	<p>Student Survey</p> <p>There are events and activities that make me excited to go to school.</p> <p>My teachers make school an enjoyable place to be.</p> <p>I treat my teachers with respect</p>	<p>2023-24 results</p> <p>83% YES</p> <p>91.8% YES</p> <p>93% yes</p>	
Staff Survey (53 responses)	<p>Staff Perception Survey</p> <p>I feel comfortable going to my administrators with my concerns.</p> <p>I feel empowered to make decisions about my teaching.</p> <p>The administration takes measures to actively involve families in the education of their children.</p>	<p>96.4 %</p> <p>92.9 %</p> <p>100%</p>	

Family Survey (82 responses)	Parent Survey		
	This School treats all students with respect.	87 % agree or strongly agree.	
	This School clearly tells students in advance what will happen if they break school rules.	96 % agree or strongly agree.	
	This school encourages me to be an active partner with the school in educating my child.	96 % 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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	<p>We will monitor early progress through our weekly meetings on student success.</p> <p>Review attendance data provided by the office of attendance.</p>	<p>Attendance at mid year during the 2023-24 year was at 92.3% - slightly better than the year prior.</p> <p>There were a total of 2,238 “absent days” during the second quarter. We expect to improve by 10%.</p>	

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? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>

Student Data	95 % of our students will participate in completing the surveys.	<p>We hope to see 95% of students have positive feedback about the culture of our school.</p> <p>Students will feel safer in our school environment and feel more connected to each other.</p>	
	Review attendance data	60 % of our students with chronic absenteeism from 2023-2024 will show significant improvement in attendance.	
Adult/Schoolwide Behaviors and Practices	<p>Weekly team meetings</p> <p>Staff Survey</p>	By the end of October, all department teams will have identified opportunities which support school efforts and will contribute in a meaningful way to the development of a school culture to reduce absenteeism.	
Student Behaviors and Practices	Conversations with students and parents.	Students will be familiar with our effort to improve attendance and begin to show interest in accomplishing this goal as a school community.	

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?
1. Identify, interview, and support students with three or more absences each quarter.	<p>Using the 2023-24 absenteeism data to provide guidance on specific peaks of absences. The attendance improvement team will be made up of the following: principal, assistant principal, social worker, Learning Recovery teacher, and guidance counselor.</p> <ol style="list-style-type: none"> 1. Provide real-time information and recommendations to improve attendance for students. 	<p>Funding for student activities -\$5000. Transportation, \$5000. SCEP team planning, \$10000.</p> <p>Up to 4 periods per week for Extended School Day, Learning recovery. \$10000</p>

	<ul style="list-style-type: none"> a. District communication platform-Parent Square notifies families daily of when students are marked absent and late. b. School-based letter sent to parents after three days absent within the month. <p>2. MLL's, SWD's, will be closely monitored with additional emphasis placed in quarter two.</p>	<p>Assembly to encourage attendance to start the year, and in January. \$6000</p>
<p>2. Align resources through the district office to help students arrive early and remain in school all day.</p>	<p>Highlight and celebrate students' attendance with implementing incentives and a reward system.</p> <ul style="list-style-type: none"> 1. Perfect attendance will be recognized with certificates each month by teachers. 2. Students with 100% attendance will be celebrated at our quarterly Warrior Awards Assemblies 3. Students with high attendance will be prioritized to attend enrichment after-school and summer programs. 4. Students will earn PAMAZON money based on weekly attendance. 	<p>Schedule meetings to plan and follow up execution of incentives.</p> <p>Funding for supplies to maintain PAMAZON store. \$8000</p>
<p>3. Provide resources through workshops and parental seminars in Spanish and English to increase awareness of the issues of absenteeism and its effect on students' long-term success and academic preparedness.</p>	<p>Work closely with the Parent Liaison Team to formulate and monitor plans. We will encourage and incentivize parents to attend workshops by offering other community-based resources that would impact the entire family.</p> <ul style="list-style-type: none"> 1. Provide participation certificates for parental attendance at the end of every workshop. 2. Provide light refreshments and transportation for attendees. 3. Provide community-based support, such as information on social services to help parents. 	<p>Funding of materials for meeting with parents, light refreshments, and staffing to organize and lead meetings and training. 4 nights.</p>

	<ol style="list-style-type: none"> 4. Record sessions in English and Spanish to be shared with parents who could not attend in person. 5. Identify formal and informal networks of support for all families, especially those who may not be able to engage with schools in traditional ways. <ol style="list-style-type: none"> a. An alternative location for some workshops with the community- churches, community centers, and the library. 6. Parents will be contacted after three consecutive absences through Parent Square or telephone informing them about their child's attendance, upcoming events, and the benefits of consistent attendance. 	
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COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	<p>Park Avenue Memorial Elementary School is committed to reducing the number of discipline referrals by creating and sustaining positive behavior intervention practices that lead to self-management and positive learning experiences for all students. We commit to providing teachers and all staff with professional development in classroom management to learn strategies to de-escalate incidents. The staff will continue to implement these strategies with integrity and compassion.</p>
Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • 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? 	<p>Research supports that disciplinary referrals negatively impact learning. Through our own data analysis, we found there was a direct correlation between discipline and student success.</p> <p>During the 23-24 school year 10% of referrals occurred on the bus; a significant improvement from the year before. We attribute this to having clearly defined expectations and consequences such as assigned seats, and removal from the bus. 14% of the referrals occurred in the classroom, and during recess. These incidents hinder academic success and social-emotional development.</p>

We also found that two students accounted for 40% of all disciplinary referrals, and accounted for a disproportionate amount of time and resources.

- One of the students will be entering sixth grade in a different building in the fall. Articulation about the student has occurred between buildings.
- The other student will be entering fifth grade. The SEL team will create a support plan to be proactive at the start of the school year.

It should be noted that fewer than 1% of the discipline referrals are English Language Learners.

Academic Success:

Student discipline impacts academic performance and progress. By reducing the number of incidents, Park Avenue Memorial Elementary School aims to ensure that all students are treated with respect; learn that there are consequences for their actions; and focus on their academics so that they will have a meaningful educational experience.

Achievement/Opportunity Gaps:

Reducing the number of discipline referrals will increase overall student academic achievement and opportunity. PAMES is committed to providing self-management support strategies, and increased access to meet with support staff, and mentors as needed. When students are empowered to self-manage and understand the pathway of success that is planned for them, it will lead to bridging the achievement gap and improvement in all aspects of the learning experience.

Social and Emotional Development:

When students feel welcomed, valued, and respected with necessary supports to meet their SEL needs, they will be empowered to make better decisions. We will use the core tools and resources of the RULER program to support the SEL

	<p>needs of students and to build emotional intelligence. Students will develop and master strategies for regulating their emotions.</p> <p>Future Success and Life Skills:</p> <p>PAMES recognizes the importance of building character, learning responsibility, and helping promote self-management skills that will allow them to thrive academically and socially-emotionally. We aim to create well rounded global citizens and instill the love of learning in all students. The District's adopted RULER program will continue for the 2024-2025 school year.</p>
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Progress Targets

By the end of the year, we will look to 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 <i>(complete at the end of the year)</i>
End-Of-The-Year Goals	<p>Disciplinary data provided by the assistant principal.</p> <p>Disciplinary data provided by our district office</p>	<p>Reduction in disciplinary infractions.</p> <p>We believe that a reasonable expectation is there will be a 40% reduction of disciplinary infractions from students with multiple offenses.</p> <p>40% reduction in disciplinary matters that occur during recess and in the hallways.</p> <p>All students will become aware of the school's commitment to improve student behavior.</p>	

We believe the 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 (195)	<p>Another student at my school has threatened to harm me.</p> <p>Students behave appropriately in class.</p> <p>School administrators treat students fairly.</p>	<p>90 % never or rarely.</p> <p>75 % always or often.</p> <p>80 % always or often.</p>	
Staff Survey (53)	<p>Staff Perception Survey- 70% completed the survey</p> <p>The administration fosters a safe environment.</p> <p>There is a positive school culture at PAMES.</p> <p>My administrators respect students by sharing their interests and concerns about their lives.</p>	<p>85% agree or strongly agree,</p> <p>70 % agree or strongly agree</p> <p>90 % agree or strongly agree.</p>	
Family Survey (82)	<p>Parent Survey</p> <p>This School treats all students with respect.</p> <p>This School clearly tells students in advance what will happen if they break school rules.</p>	<p>90 % agree or strongly agree.</p> <p>95% agree or strongly agree.</p>	

	This School gives all students opportunities to “make a difference” by helping other people, the school, or the community.	95 % agree or strongly agree.	
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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 <i>(complete when reviewing mid-year data)</i>
Mid-Year Benchmark(s)	We will monitor all disciplinary referrals through weekly Leadership Team meetings with the teachers and support staff.	We hope to see a 20% reduction in overall referrals, and a 40% reduction in referrals from chronic offenders.	

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? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>

Student Data	All students will complete surveys.	Students will have positive feedback about the culture of our school and interaction with their peers and staff.	
	Review disciplinary data.	Students will feel safer in our school environment and feel more connected to each other.	
Adult/Schoolwide Behaviors and Practices	Weekly team meetings	By the end of October, the School Improvement Team will have identified opportunities that support the school efforts and contribute meaningfully to developing a school culture to reduce disciplinary infractions, especially for students with multiple offenses. We also anticipate an increase in family involvement in their student education by increasing attendance and participation in school-sponsored activities, such as Hispanic Heritage Night, Black History Month Night, PARP, Family Fun Night, and Breakfast with the Principal.	
Student Behaviors and Practices	Discipline Referrals	In the 2024-2025 school year we will focus on providing a school environment where students and families feel welcomed and supported. By analyzing quantitative and qualitative data, it is anticipated that 20% percent of discipline referrals will be reduced, and chronic offenders will see a reduction of 40%	

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?
1. Positive Behavior Intervention System- to reduce the number of discipline referrals	<p>To reduce bus incidents, the assistant principal and discipline committee will:</p> <ol style="list-style-type: none"> 1. Plan an assembly to introduce the schoolwide -PBIS program to explain the expectations on the bus, in the hallway, during recess, and in the classroom. Students will be awarded for following the code of conduct and policy as adopted by the school district. 2. Disciplinary procedure and protocol chart in classrooms. 3. Create large posters to display throughout the building to remind students of the expectations. 4. Train more support staff to monitor hallways and establish connections. 5. Analyze the number of disruptive behaviors quarterly to determine the root causes. 	<p>Funding for training to support and execute the strategies.</p> <p>Academic Coach for up to twenty periods per week to support Restorative Practices and Learning Recovery.</p> <p>A poster maker for advertising and building a strong culture.</p>
2. Communication	<ol style="list-style-type: none"> 1. Conduct regular meetings with bus drivers and bus monitors to review expectations and review potential unacceptable behavior 2. Conference with parents to review the expectations for PBIS in school and on the bus. 3. Create opportunities for Parent and student information meetings, which will include visits from outside authorities to review staff, parents, and students' responsibilities. 4. Provide training for monitors on how to de-escalate incidents. 5. Provide training in conflict resolution. 	

3. Restorative Practices	<ol style="list-style-type: none"> 1. Students meet with support staff to plan re-entry back into the classroom after an incident. 2. Train teachers on how to implement restorative practices in classrooms. 3. Provide a mentor to students who continue to challenge the Code of Conduct. This will build a relationship with a staff that students may confide in, ask questions, and de-escalate conflicts. 4. Implement a whole school and individual emotional support check-in system. 	<p>Funding for staff beyond the school day for planning and implementation meetings.</p> <p>PD training for staff on implementing conflict resolution strategies.</p>
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COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

What is one Commitment we will promote for 2023-24?	<p>Park Avenue Elementary School is committed to improving academic success for all students, particularly for our subgroups, with an increased emphasis on closing gaps.</p> <p>We will do this by providing all students with rigorous, standards-based instruction. We are committed to creating a schoolwide environment where all stakeholders feel welcomed and are involved in all facets of academic success. We are committed to providing teachers with professional development on best practices and research-based instructional strategies.</p> <p>We are committed to providing parents with the necessary resources to assist their own children. We commit to providing a safe learning environment for all students.</p>
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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?*

Academic Success: Park Avenue Memorial Elementary School aims to ensure that all students can meet their academic potential by being taught grade-level, standards-based lessons. This will lead to improved learning outcomes, better grades, and a stronger foundation for future academic success. We will utilize i Ready data to monitor typical growth and expect to see a 3% increase in the number of students showing growth.

EOY data for the 2023-2024 school year is below:

3rd Grade ELA -53% of students met typical growth
 -64% of MII's
 -50% of SWD's/504's
 -60% of Gen Ed students

3rd grade Math -- 56% of all students met typical growth
 -60% of MII's
 -45% of SWD's/504's
 -54% of Gen Ed students

4th grade Reading -- 45% of all students met typical growth
 -40% of MII's
 -43% of SWD's/504's

 -48% of Gen Ed students

4th grade Math -- 55% of all students met typical growth
 -55% of MII's
 -40% of SWD's/504's
 -52% of Gen Ed students

5th grade Reading -- 58% of all students met typical growth
 -61% of MII's
 -48% of SWD's/504's
 -60 % of Gen Ed students

5th grade Math -- 64% of all students met typical growth
 -72% of MII's
 -33% of SWD's/504's
 -71% of Gen Ed students

Social and Emotional Development: When students feel welcomed and are provided with the necessary support to meet their SEL needs, they will have more opportunities to succeed academically. By providing the necessary social and emotional support, students will be more apt to engage academically. In

	<p>addition, students will have the opportunity to explore their interest in projects based programs after school.</p> <p>Reduced Achievement/Opportunity Gaps: PAMES is committed to improving the academic success of all students. By eliminating the Opportunity Gap, our students will have the opportunity to compete with all other students.</p> <p>Future Success and Life Skills: Grade-level standards-based instruction is not only essential for academic success but also for developing important life skills. By providing rigorous instruction, students learn valuable skills which are transferable to all aspects of their life. Students will become well-rounded individuals who are prepared for future challenges and opportunities. PAMES recognizes that by prioritizing high-quality instruction, we are equipping students with the tools they need to thrive academically and in their personal lives.</p>
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Progress Targets

By the end of the year, we will look to 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 <i>(complete at the end of the year)</i>
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End-Of-The-Year Goals	Performance data provided by the New York State Education Department.	We hope to see an increase of 3% growth on the ELA and Math exams.	
	i Ready Data.	We hope to an increase of 3% of students meeting typical growth	
	3rd Grade ELA students who met typical growth: -53% of all students -64% of MII's -50% of SWD's/504's -60% of Gen Ed students		
	3rd grade Math students met typical growth: -56% of all students -60% of MII's -45% of SWD's/504's -54% of Gen Ed students		
	4th grade ELA students who met typical growth: 45% of all students -40% of MII's -43% of SWD's/504's -48% of Gen Ed students		
	4th grade Math -- 55% of all students met typical growth -55% of MII's -40% of SWD's/504's -52% of Gen Ed students		
	5th grade Reading -- 58% of all students met typical growth		

	<p>-61% of MII's -48% of SWD's/504's -60 % of Gen Ed students</p> <p>5th grade Math -- 64% of all students met typical growth -72% of MII's -33% of SWD's/504's -71% of Gen Ed students</p>		
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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 (195)	<p><u>Student Survey</u></p> <p>I believe my teachers are preparing me to succeed on state assessments. Student response - agreed or strongly agreed,</p> <p>I believe my teachers make me a better student. Student Response -58.8% agreed or strongly agreed.</p> <p>There are events and activities that make me excited to go to school. Student Response - 45.9% agreed or strongly agreed.</p>	We hope to see 85% of our students agree or strongly agree on all statements.	

Staff Survey (53)	<p><u>Staff Perception Survey</u></p> <p>My administrators help me get the resources I need to do my job well. Faculty response -86.8% agreed or strongly agreed.</p> <p>My administration provides feedback with specific action steps to improve my classroom practice Faculty Response -71.7% agreed or strongly agreed.</p> <p>The administration engages educators in professional learning that is differentiated to meet the needs of our diverse student population. Faculty Response - 81.1% agreed or strongly agreed.</p>	<p>We hope that 90% agree or strongly agree</p> <p>We hope that 80% agree or strongly agree</p> <p>We hope that 85% agree or strongly agree</p>	
Family Survey (82)	<p><u>Parent Survey</u></p> <p>This School promotes academic success for all students. Family Response - 91.4% Strongly Agreed or Agreed.</p> <p>This school keeps me well-informed about my child's progress in school. Family Response - 72.4% Strongly Agreed or Agreed.</p> <p>This school has quality programs for my child's talents, gifts, or special needs. Family Response - 74.4% Strongly Agreed or Agreed.</p>	<p>We hope that 95% strongly agree or agree</p> <p>We hope that 80% strongly agree or agree</p> <p>We hope that 80% strongly agree or disagree</p>	

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)	All teachers will utilize i Ready scores to measure reading and math levels.	We hope to see a 3% increase in all students meeting typical growth.	

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? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>)	What we ended up seeing (complete six to ten weeks into the school year)
Student Data	The iReady data.	75% of students will be on track to meet expected growth rates as determined by I Ready norms	
Adult/Schoolwide Behaviors and Practices	Staff perspective survey.	<p>97% of the staff believed that the administrative team had provided them with the appropriate resources. We hope to maintain this.</p> <p>69 % of the faculty felt they were provided appropriate feedback regarding pedagogical practices. We expect a 3% growth in this area by mid-year.</p> <p>86% of the faculty felt the administrative team provided them with differentiated professional development. We expect to see a 3% increase in this area.</p>	

Student Behaviors and Practices	<p>Conversations with students, staff, and parents.</p>	<p>90% of students believe their teachers are preparing them for success. We expect to see a 3% increase in this area.</p> <p>90% of students believe their teachers make them a better student. We hope to see a 3% increase in this area.</p> <p>90 % of students believe there are events and activities that make them excited to go to school. We expect to see a 3% increase in this area.</p>	
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Commitment?</p>	<p>What does this strategy entail? What will implementation look like in our school?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>

<p>Provide students with more support to improve academic preparedness:</p> <ol style="list-style-type: none"> 1. Increased frequency of Tier 2 small group instruction 2. Targeted Reading and Math groups 3. Extra-help will be provided in mornings 4. Efficient Master schedule utilizing push in and pull out services 5. Provide ELA and Math-based events for kids in school and evening 	<p>PD will be available for improved methods in small group instruction. Classroom intervisitation will be implemented, model lessons will be provided.</p> <p>Groups will be fluid and developed based on IReady scores.</p> <p>Teachers will notify parents which students will be provided extra help each week.</p> <p>Dedicated planning periods, and bi-weekly review of lesson plans</p> <p>Building level leaders at each grade level, one social worker, one attendance officer, several monitors, a part time AP, an instructional coach, and several teachers have been eliminated. Class sizes will be increased, and several teachers will be transferred to PARK who are unfamiliar with the curriculum. Teachers will need additional support to do what is best for students.</p> <p>After school events</p>	<p>-Time and funding Kidney tables and white boards for small group instruction. \$5000</p> <p>Bi-weekly meetings with LEAD teachers to provide data review.</p> <p>On time buses, parent drop-off</p> <p>Master schedule</p> <p>Stipend</p>
<ol style="list-style-type: none"> 6. Creation of Student Ambassador Program 7. The LMS will incorporate the program "Typing Club". 	<p>An academic and civic based club will offer more opportunities for enrichment, student voice, peer leadership.</p>	<p>Stipend</p>

into the Library curriculum .		
Improve parents/ guardian awareness of students academic preparedness: <ol style="list-style-type: none"> 1. Increase Parent Engagement through Communication and bilingual translation. 2. Childcare/ Family Friendly functions 3. Quarterly meetings with the Principal. 	<p>Parent Square, Social media, and uber services for needy families.</p> <p>Flexible times for PT Conferences:</p> <p>We will provide a virtual choice for parents to participate and volunteer as classroom guests.</p> <p>Parents are invited for breakfast/brunch/lunch meetings throughout the year.</p>	<p>Funding professional development and training.</p> <p>Funding for chaperones.</p> <p>Funding for food and transportation.</p>

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of their 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:

☐ 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	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1-3.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	PLCs are learning teams organized by subject, grade level, and/or special interest. Teachers meet weekly to discuss student learning by collecting and analyzing data, and developing instructional solutions, and assessing the impact of these solutions.

Research indicates that well-implemented PLCs support improvements in practice along with student learning gains. The most successful PLCs have an explicit focus on student learning, increase teacher empowerment and authority in decision making, and promote continuous teacher learning through the joint study of research and practice.

Collaboratively Developed By:

The PAMES SCEP Development Team

First Name	Last Name	Role
Edward	Plaia	Principal
Sonia	Rodrigo	Assistant Principal (part-time)
Joan	Lange	Assistant Superintendent for Curriculum and Instruction
Jo Ann	Cruz	5th Grade Teacher (Bi-Lingual)
Kelly	Darling	4th Grade TeacherLevel Leader- 4th Grade Math
Jessica	Draddy	ENL Teacher
Francine	Ferber	Reading Teacher
Paul	Grasso	5th Grade Teacher
Adrienne	Hartung	3rd Grade Teacher
Melissa	McCormack	ELA Grade Level Leader
Amy	Stein	Instructional Coach
Nicole	Tanbasi	5th Grade Teacher
Georgette	Thompson	3rd Grade Teacher

And in partnership with the staff, students, and families of Park Ave Memorial Elementary School.

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.

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
06/3/2024	X	x		X	X		
06/20/2024	X	X		X			
06/23/2024	X		X	X			
07/10/2024	x	X	X	X	X	X	
7/11/2024	x	X	X			X	X
07/17/2024	x	X	X		X	X	X
07/23/2024	x	X	X			X	X

08/08/2024	x	X	X			X	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

As part of our ongoing efforts to address the needs of our students within the District, we undertook a comprehensive survey encompassing all students in grades 3 to 5. Additionally, our staff held intimate discussions with many students in smaller groups, allowing us to delve deeper into their perspectives. The insights garnered from these surveys and group discussions proved invaluable to our School Improvement Team in pinpointing and ranking key priorities.

The student surveys and interviews have shed light on certain issues. Students were very pleased with support from the school administration and teachers. They enjoy celebrations, and overwhelmingly believe their teachers are preparing them for the future. Their feedback helps to strengthen our central mission to cultivate an environment that is positive, secure, and conducive to student success. This encompasses improved performance on state exams, achieving typical growth on I Ready, reducing absenteeism, and eliminating disruptive behaviors in our school community.

As a team, we believe that we can build on what we have learned. Our school is dedicated to partnering closely with parents and the broader community. We aim to empower students, celebrate their achievements, and provide unwavering support throughout their educational journey.

Equity Self-Reflection

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

During our reflection, we realized several critical areas have emerged that warrant focused development to uphold our commitments for the upcoming academic year.

These areas include elevating student performance on all NYS exams as well the monitoring of typical growth during the year. Equally important is the prioritization of social-emotional learning initiatives, as well as the evaluation of school climate via a diverse array of metrics. The cultivation of close-knit relationships with students and their families is another avenue we will explore along with collaborating with families to enhance the teaching and learning experience.

Lastly, a significant focus will be placed on fostering opportunities to improve attendance by partnering with parents, guardians, and caregivers to actively engage students on the importance of

attending classes regularly. This will improve chronic absenteeism which is designated by the State as a student being absent for 10% of the time.

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.