



# School Comprehensive Education Plan 2023-24

District	School Name	Grades Served
<i>Central Islip UFSD</i>	<i>Cordello Avenue Elementary</i>	<i>K-6</i>

### Collaboratively Developed By:

**The Cordello SCEP Development Team**  
***(SCEP (SLT) Team Members: B. Jackson, N. Marnier, E. Swike, Y. Frederic, M. Schwartz, P. Leyton-Diaz, L. Moran, G. Hernandez, M. Corcione, T. Walsh, C. Powell, A. Zukofsky, T. Mitchell)***  
***and in partnership with the staff, students, and families of CORDELLO AVENUE SCHOOL.***

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### 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 I

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><i>We commit to enhancing the social emotional well-being of our school community. We will bridge connections between home and school so that the school is inclusive to all while cultivating social/emotional learning within our school community. Creating the culture of community will be the focal point of our school.</i></p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li><i>How does this Commitment fit into what we envision for the school?</i></li> <li><i>How does this Commitment relate to what we heard when listening to others?</i></li> <li><i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Following the examination of student and family responses to the survey, we saw that both the families and students highly valued attending and participating in activities beyond the traditional school day. After looking at the staff surveys, we recognized that we have made strides in providing programs that develop students' social and emotional skills, however we need to build on this practice to further grow this culture of community and respect. Based on this feedback, the Cordello SLT feels that making the Cordello school a hub for the students and families in our community would best serve the needs of all stakeholders. Additionally, the Cordello SLT wants to continue to grow our in-school programs that support social/emotional learning within our school community.</p>

### 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)
<b>End-Of-The-Year Goals</b>	student, staff, and parent surveys (pre: 23 / post: 24)	The SLT is looking for growth in this area in regard to the three statements listed below.	

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)
<b>Student Survey</b>	"I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities."	<b>72%</b> agree/strongly agree	
<b>Staff Survey</b>	"This school provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages and cultures."	<b>85%</b> agree/strongly agree	

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<b>Family Survey</b>	“This school has enough programs that develop students’ social and emotional skills (e.g., self-control, problem solving, or getting along with others).”	<b>80%</b> agree/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 (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	<ul style="list-style-type: none"> <li>• staff reflection surveys (pre/mid/post) on home/school connection</li> <li>• student attendance/lateness</li> </ul>	<ul style="list-style-type: none"> <li>• positive self-perception in the area of developing a strong home/school connection with an increase in practice over the course of the 23/24 school year</li> <li>• increased student attendance and a decrease in student lateness as compared to the 22/23 school year</li> </ul>	

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)
<b>Student Data</b>	attendance data	We will look at data at the end of October 2023 in order to gage student attendance with a desired attendance rate of 90% or better.	
<b>Adult/Schoolwide Behaviors and Practices</b>	pre, mid, and post reflection survey data regarding school/home connection	We will look at teacher perceptions in regards to how they feel they are bridging gaps in the home/school connection. This will be the baseline to then gage with additional surveys during the year to see if we are meeting our goals.	
<b>Student Behaviors and Practices</b>	lateness data	As much as student attendance is paramount to the educational needs of our students, lateness can also have a negative effect on student academic and social/emotional growth. We desire to see a decrease in student lateness as compared to the same data point from the 2022-23 school year.	

## 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><b>Family Engagement Nights held two times per year</b></p>	<p><i>These evening events will be held with parents and families, hosted by the Cordello School, at the beginning and the end of the school year. The focus of the first event will be to share with families' ways to support students to ensure a successful school year. The second event will focus on ways for families to support students over the summer months to try and prevent the "summer slide". The tools and support from both events will enhance not just academic learning, but will provide for the social-emotional well-being of all stake holders.</i></p>	<p><b>Funding is needed for the following:</b></p> <ul style="list-style-type: none"> <li>• <b>instructional materials</b></li> <li>• <b>staff</b></li> </ul>
<p><b>Beyond the School Day Opportunities</b></p>	<p><i>Various after school initiatives will be offered to extend time for students to engage academically and socially beyond the school day.</i></p>	<ul style="list-style-type: none"> <li>• <b>District funding/SCEP Funding: Cordello</b></li> <li>• <b>ARP</b></li> <li>• <b>Saturday Academy inclusive of enrichment opportunities for those students in need of this type of support</b></li> </ul>
<p><b>Social/Emotional Support Groups and activities provided within the school day</b></p>	<ul style="list-style-type: none"> <li>• <b>Assemblies to promote social emotional well-being will be provided to the entire school</b></li> <li>• <b>In-school individual counseling, small group counseling, and Peer Mediation when needed</b></li> <li>• <b>Social/Emotional Theme-based Spirit Weeks such as Kindness Week and Positivity Week</b></li> <li>• <b>Kindness week will be followed up with a monthly "Kindness" day and a monthly "Kindness" read-aloud</b></li> <li>• <b>Daily morning affirmations</b></li> <li>• <b>Student daily announcements</b></li> <li>• <b>Institute attendance incentives to be celebrated each trimester</b></li> <li>• <b>Girls Inc and other programs to brought in from outside agencies to support the social/emotional well-being of our students</b></li> <li>• <b>Promote a monthly family connect night where the homework is for students to "connect" with family members. Students will share out to their classmates the following day.</b></li> <li>• <b>Form "Buddy" classes</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural Arts Funding</b></li> <li>• <b>District funding</b></li> <li>• <b>SCEP Funding:</b> <ul style="list-style-type: none"> <li>○ <b>materials</b></li> </ul> </li> </ul>

Commitment 1

<b><i>Professional Development</i></b>	<b><i>Professional development will be created by the district on such topics as mindfulness, mindset, and cultural awareness.</i></b>	<b><i>• SCEP Funding</i></b>
<b><i>NYS Mentoring Program</i></b>	<b><i>Via a survey, at-risk students will be identified and then paired with a mentor.</i></b>	<b><i>• SCEP Plan funding of \$1000</i></b> <b><i>• Fundraising</i></b>

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><i>We commit to providing multiple opportunities for academic interventions, enrichment and promoting student engagement in order to close gaps and empower students for academic success and beyond.</i></p>
<p><b>Why are we making this Commitment?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li><i>How does this Commitment fit into what we envision for the school?</i></li> <li><i>How does this Commitment relate to what we heard when listening to others?</i></li> <li><i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Following the examination of student surveys, we recognize that students highly value small group and one to one instruction. After examination of family and staff surveys, we saw that both families and staff value parents, students, and teachers as an educational team where all stake holders are part of the conversation and decision-making process. Based on this feedback, the Cordello SLT feels that offering rigorous academic programs both in school and after school as well as promoting student engagement will help students with closing the academic gaps which still persist since the pandemic.</p>

### 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 <i>(complete at the end of the year)</i>
<b>End-Of-The-Year Goals</b>	student, staff, and parent surveys (pre: 23 / post: 24)	The SLT is looking for growth in this area in regards to the three statements listed below.	

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>
<b>Student Survey</b>	"At this school, students have lots of chances to help decide things like class activities and rules."	<b>75%</b> agree/strongly agree	
<b>Staff Survey</b>	"At this school, students are given the opportunity to take part in decision making."	<b>80%</b> agree/strongly agree	
<b>Family Survey</b>	"This school encourages me to be an active partner in educating my child."	<b>90%</b> agree/strongly agree	

## Commitment 2

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)
<b>Mid-Year Benchmark(s)</b>	<b>Star360 mid-year data</b>	We expect to see 80% of students in grades 3 – 6 to have growth as compared by the fall and winter Star360 assessments in Reading and Math.	

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	<b>Star360 benchmark data</b>	We expect to see data from Star 360 benchmark assessments in Reading and Math to inform and guide instruction on both the individual and classroom levels.	
Adult/Schoolwide Behaviors and Practices	<b>Data conferencing</b>	At the 10-week benchmark, we expect to see faculty engaging in data conferencing within and across grade levels.	
Student Behaviors and Practices	<b>Data conferencing</b>	At the 10-week benchmark, we expect to see students actively engaging in data conferencing with their teachers.	

## 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?
<i>Data</i>	<i>Groups of stake-holder will meet at a building level (SLT after school) and grade-level (during professional development periods), as well as cross grade levels to collect and analyze building, grade, and classroom data points as well as behavioral data points with an eye to informing instruction and</i>	<ul style="list-style-type: none"> <li>• <i>Folders for student data</i></li> <li>• <i>8 hours after school for SLT to meet to analyze building data to triangulate social, emotional, and academic</i></li> </ul>



Commitment 2

	<i>moving students towards becoming on-level and advanced.</i>	<i>needs and strengths that will then be shared and discussed during professional development with grade-level instructional staff.</i>
<b>Beyond the School Day Opportunities</b>	<i>Various initiatives will be offered to extend time for students to engage academically and socially beyond the school day inclusive of all student populations.</i>	<ul style="list-style-type: none"> <li>• <i>District funding/SCEP Funding: Cordello</i></li> <li>• <i>ARP</i></li> <li>• <i>Saturday Academy inclusive of enrichment opportunities for those students in need of this type of support</i></li> </ul>
<b>Professional Development</b>	<i>Professional development will be provided on various topics such as Data Collection &amp; Conferencing, Analyzing Building Local Assessment Data and Class Assessment Data, Envisions Math program, Into Writing: Writer’s Workshop, Instructional Protocols, State Data Assessments, Writing Goals and Establishing Targets, Small Group Targeted Instruction, Differentiated Learning, System 44, Read 180, Blast Phonics program, and Success Maker.</i>	<i>District Funding</i>
<b>Differentiated Learning Opportunities</b>	<i>Various print and digital materials will be procured for both in-school and outside of school instruction to meet students, inclusive of all student populations, where they are and help propel them to where they need to go and beyond.</i>	<p><i>SCEP Plan funding to be used for the purchase of the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Student Data folders</i></li> <li>• <i>Student Writing Sample folders</i></li> <li>• <i>other materials</i></li> </ul> <p><i>Building Funds:</i></p> <ul style="list-style-type: none"> <li>• <i>Scholastic News, Science Spin, and Story Works print and digital licenses</i></li> </ul> <p><i>ARP &amp; District Funds: Digital licenses to be purchased via the building media specialist</i></p>
<b>Student Engagement</b>	<i>Teachers will utilize researched-based instructional protocols, small group instruction, as well as incorporate media in order to increase student engagement.</i>	<ul style="list-style-type: none"> <li>• <i>District funding</i></li> <li>• <i>Funding from the abovementioned digital licenses.</i></li> </ul>
<b>Small groups</b>	<i>Teachers will continue to implement small group instruction using researched-based practices to enhance reading and math performance.</i>	<ul style="list-style-type: none"> <li>• <i>District funding</i></li> </ul>
<b>Building Administrators</b>	<i>During walkthroughs, administration will observe how students engage in the learning process.</i>	<ul style="list-style-type: none"> <li>• <i>Administrators will provide time in the schedule directly for classroom visits.</i></li> </ul>

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

**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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	

**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.

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Tier 2: Well-designed and well-implemented quasi-experimental study</b>
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	We will be analyzing the effectiveness of our Saturday Academy and ARP after school programs. Both programs focus on academics and social/emotional learning. Academics include Read 180 for students in 4-6 and SuccessMaker Math for students in grades 5 and 6.
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	The programs mentioned above lend themselves to small group instruction while also offering students opportunities beyond the traditional school day. These initiatives are inclusive of all student populations and incentivize attending school.
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	<a href="https://ies.ed.gov/ncee/wwc/Intervention/742">https://ies.ed.gov/ncee/wwc/Intervention/742</a> <a href="https://ies.ed.gov/ncee/wwc/Intervention/18">https://ies.ed.gov/ncee/wwc/Intervention/18</a>

## 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
Eileen Swike	Classroom teacher/building rep
Yanick Fredric	ENL Teacher
Mary Schwartz	School Psychologist
Patricia Leyton-Diaz	Bilingual Classroom teacher
Lisa Moran	Special Education Classroom teacher
Georgina Hernandez	Classroom teacher
Brenda Jackson	Principal
Michelle Corcione	AIS Reading Provider
Tammy Walsh	Library Media Specialist
Christine Powell	AIS Reading Provider
Alan Zukofsky	Classroom teacher
Tara Mitchell	Parent
Nathaniel Marner	Assistant Principal
Jessica lafrate	Assistant Superintendent for Curriculum and Instruction

## Our Team's Process

### 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
<i>Example: 4/6/21</i>				x	x		
4/4/23	X	X				X	
4/26/23	X	X		X			X
5/17/23		X	X	X		X	X
5/31/23			X			X	X
6/8/23					X		
6/14/23						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**

Student reflections showed that students valued program offerings beyond the school day as well as small group instruction and individualized attention. We have designed our plan to bolster what we have put in place over the past two years. We are looking to close academic gaps and develop the social and emotional growth of our students by providing more interventions beyond the school day as well as events that will bring students, families, and staff together as a community. The Cordello School will strive to strengthen the home-school partnership as well as provide more small group instruction and tailor instruction to individualized needs.

## 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.