



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Greater Amsterdam School District	R.J. McNulty Academy of International Studies and Literacy	UPK-5

Collaboratively Developed By:

The McNulty SCEP Development Team

(SCEP Team Members: Carmella Sollecito-Pritchard, Kristina Murray, Laura Vollmer, Emily Reed, Suzanne Fedullo, Robyn Kowalczyk, Michelle Getman, Jennifer Porter, Maria Agresta, Sandra Polikowski, Nancy Andress, Dan Connor, Tina O'Brien, Pat Williams, Rachael Morley, Janelle Favata, Jackie Figueroa, Amanda Osipitan, Josefina Baret, Elizabeth Muldoon)

And in partnership with the staff, students, and families of McNulty .

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.

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>

- [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](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to strengthening our ability to provide a cohesive, relevant and rigorous curriculum.</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> 	<ul style="list-style-type: none"> ● According to our equity self-reflection, the Building Leadership Team believes that we need to commit to working on making pieces of our curriculum more relevant and rigorous for our students. We have a diverse population with few opportunities for connecting to their culture, identities and real-world experiences through learning. ● iReady and mClass data shows that we have large gaps in learning for students across all grade levels. This is consistent with what teachers are seeing in the classrooms. ● During student interviews, it became apparent that students are aware of their learning and that they are enjoying the materials used to teach the math and the ELA curriculum. ● Due to Covid issues and changes in administration, programs that have been put in place by the district have not been fully implemented and this commitment will help to move the building in a forward direction. ● Commitment 1 committee will meet at the beginning, middle and end of the school year to discuss achievements and areas to focus.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	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.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Structured vertical collaboration that emphasizes sharing strategies students used in previous grades	<p>Creating Google Doc collaborative files for each grade level with the following components:</p> <ul style="list-style-type: none"> • Space for the grade level teachers to enter the curriculum to be covered in the upcoming month • Space for the teachers in the grade level below to enter strategies, resources and mnemonic devices that were used in the previous grade. This will be done monthly. 	<p>During PLCs and faculty meetings, teachers are connecting with grade level teams to share strategies, resources, and mnemonic devices students used previously.</p> <p>Then, teachers are referencing these strategies, resources and mnemonic devices regularly during instruction.</p>	<p>Google Docs platform</p> <p>Schedule - teachers connect with colleagues in the grades above and below them.</p> <p>Time for professional development and collaboration with all staff members</p> <p>Committee 1 will meet at the beginning, middle and end of the school year to discuss achievements and areas to focus.</p>
Professional Development	Embedded professional development will focus on teachers' self-identified needs associated with programs implemented by		Funding and time during Staff

Commitment 1

	<p>the district (CKLA, iReady, mClass, Engagement Strategies, etc). The goal will be for teachers to be confident in using the tools to teach New York State learning standards to all students to meet individualized student needs. Special emphasis will be focused on non-tenured teachers including the mentor program, and professional development and classroom management.</p> <p>Book Studies</p>	<p>iReady Data measured at the beginning, middle, and end of the school year</p> <p>mClass Data measured at the beginning, middle, and end of the school year</p>	<p>Development days, Superintendent Conference days and faculty meetings for professional development to work on the strategies listed above.</p> <p>In person and virtual</p>
<p>Small Group Instruction</p>	<p>Using data from CKLA assessments, iReady (reading and math), mClass and Eureka math assessment teachers will use the data to identify the targeted skills that need to be focused on during small group instruction. The teacher will maintain fluidity within those groups based on the data. Support staff (ENL/ AIS) along with the classroom teacher will provide systematic explicit instruction on targeted skills.</p>	<ul style="list-style-type: none"> ● Administer common formative assessments aligned to the priority standards and analyze data during weekly PLCs to drive future instruction. ● mClass and iReady will be assessed using beginning, middle and end of year benchmarks ● Teacher observations and progress monitoring throughout the year 	<p>Same as above</p>

Commitment 1

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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 Data from student interviews <i>(e.g. % agree or strongly agree)</i>
Student Survey	Your school takes student ideas into consideration when making decisions. Teachers understand what it means to be a McNulty student. Students at McNulty get along and respect each other. Students feel safe at McNulty. Fifth graders feel prepared for middle school.	Agree or Strongly Agree
Staff Survey	Administrative support and leadership School rules and expectations Faculty collaboration Overall safety	Agree or Strongly Agree
Family Survey	McNulty is viewed positively. Arrival and dismissal procedures work well.	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.

Commitment 1

By June 2023, 5-10% of students will improve their performance level based on MClass Benchmark Assessments. (Well Below, Below, Average, Above Average, Well Above average performance of students in this grade level and at this time of year.)

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	<p>We commit to forging strong connections among students, the community and our school staff as a whole.</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> 	<ul style="list-style-type: none"> ● According to the Equity Self Reflection, priorities were set. We realize that we need to assume collective responsibility to build relationships with students, student cultures, parents and community. ● We will continue to build student/staff relationships based on student interviews feeling that they had a voice in our school community and who to contact or go to if they needed help. The committee identified this as an area of concern, noting that students should have strong relationships within the building. Students also talked about the importance of teachers understanding them as an individual and consequently knowing when something is off and potentially impacting their learning. The implementation of PBIS gave students expectations and traits to work towards. ● We discussed the importance of building meaningful relationships with our students and their families while reading the article, "How Learning Happens" focusing on the areas of strong relationships with adults as well as other students. It also highlighted the positive impact of students feeling a sense of belonging. ● Utilizing RBERN to facilitate communication with families to feel connected to our building. This included struggles with translations, breaking down educational language for families (acronyms, laws, etc.), effective communication practices and more. ● Commitment 2 committee will meet at the beginning, middle and end of the school year to discuss achievements and areas to focus.

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>Increase opportunities to Strengthen Connections with families</p>	<p>Upon redistricting, the majority of our catchment is within walking distance and lends itself to more opportunities to invite families to school/community activities.</p> <p>With possible support from The RBERN Committee we are proposing to hold McNulty Family Nights throughout the year.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> ● Who do I contact? ● PTA involvement ● Parent portal issues accessing report cards ● Tips for parents on conversations with teachers ● Building on student interest ● Surveys quarterly (electronic and paper) ● Field trips and events ● SEL support 	<p>Parent surveys that parents can take through Parent Square on their phones as they leave events. The evaluation will include feedback on the event as well as a place for parents to indicate what they would like to see at future events.</p>	<ul style="list-style-type: none"> ● Funding to support family nights planned ● Continued funding for team meetings ● Committee 2 will meet at the beginning, middle and end of the school year to discuss achievements and areas to focus.

Commitment 2

	<p>Administration and teachers will develop and implement protocols for family communication. This may include:</p> <ul style="list-style-type: none">● Any documentation that goes out should be in languages that represent students of McNulty.● Ensuring that everyone knows which staff members to contact for translations? (directory for parents and students- Parent portal contact, nurse etc.)● Clearly informing families of their student's progress. <p>BLT develops plans for creating additional connections with parents in conjunction with other staff and parents. Some potential ideas are:</p> <ul style="list-style-type: none">● Homeroom parent- reminders, etc coordinate parties etc.● Motivational speaker with data● Parent Universities- with Teaching families● Student performances with meetings before● Open house - More time for asking questions, multiple grade levels.● Connection with RBERN/PTA● Meetings with virtual component if needed		
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Commitment 2

<p>Increase opportunities for students to strengthen connections with each other</p>	<ul style="list-style-type: none"> ● Choice seating at lunch ● SEL curriculum - Building social connections ● More opportunities for fitness ● Student involvement in Morning Announcements ● Clubs (ie. Newspaper, Sports, Helping Hands, Student Leadership Team) ● 100% of our students will have a leadership role. 	<ul style="list-style-type: none"> ● Student Survey and Student Interviews ● Discipline Referrals 	<ul style="list-style-type: none"> ● Schedule ● Support for Clubs (stipends)
<p>Increase opportunities for staff to strengthen connections with each other</p>	<ul style="list-style-type: none"> ● Monthly coffee hours will provide opportunities for staff to connect. ● Social committee plans events throughout the year to bring people together. 	<ul style="list-style-type: none"> ● Staff Survey 	<ul style="list-style-type: none"> ● Schedule for activities
<p>Increase opportunities for students to strengthen connections with staff</p>	<ul style="list-style-type: none"> ● Service providers and other staff speak with students about who they are and how they can support them ie. SW. ● October Student Survey will be given - November staff meeting will have time set aside for staff to identify pre existing relationships with students as well as students who may not have relationships already. BLT has discussed the format for this activity. ● “Get to Know You” Bulletin Board featuring faculty and staff will be displayed in the main hallway of the building. 	<ul style="list-style-type: none"> ● Student Survey 	<ul style="list-style-type: none"> ● Printed copies of student pictures and/or names. ●

Commitment 2

Commitment 2

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	Student Council and Helping Hands take into consideration student ideas when making decisions. Students have clear expectations based on RAMS Expectations. Students can identify at least one staff member at McNulty that they have a positive relationship with. Students follow RAMS Expectations to feel safe at McNulty.	
Staff Survey	Faculty collaboration during PLC meetings. Administration will provide multiple opportunities to have staff input. (examples:Administrative support and leadership, school rules and expectations, overall safety)	
Family Survey	McNulty is viewed positively. Arrival and dismissal procedures work well. Mc Nulty parents are included in making decisions.	

Surveys will be completed at the beginning, middle and end of each school year

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.

Commitment 2

Increased in Parent/Teacher Conferences, as measured by teacher logs.

Student participation in leadership opportunities will increase through Leadership Notebooks.

Evidence-Based Intervention

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	Commitment 1: Teacher work during PLC will address student needs and the curriculum. Commitment 2: Teachers will address student needs with colleagues.

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	

Evidence-Based Intervention

Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)

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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
Carmella Sollecito-Pritchard	Instructional Coach
Kristina Murray	AIS provider
Laura Vollmer	School Psychologist
Emily Reed	UPK Teacher
Suzanne Fedullo	1st Grade Teacher
Robyn Kowalczyk	Kindergarten Teacher
Michelle Getman	5th Grade Teacher
Jennifer Porter	2nd Grade Teacher/ATA Rep
Maria Agresta	2nd Grade Teacher
Sandra Polikowski	Dir of Academics and Testing
Nancy Andress	CASDA
Dan Connor	Interim Principal
Tina O'Brien	Principal
Pat Williams	4th Grade Teacher
Rachael Morley	3rd Grade Teacher
Janelle Favata	Music Teacher
Jackie Figueroa	Parent
Amanda Osiptian	Parent

Our Team's Process

Josefina Baret	Parent
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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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
11/8/21			X			
1/12/22			X			
2/9/22			X			
2/23/22			X			
3/9/22			X			
4/6/22		X	X	X		
5/9/22		X	X	X		
5/11/22	X	X	X	X		
6/6/22			X	X	X	
6/29/22				X	X	

Our Team's Process

7/28/22			x	x	x	
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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

Equity Self-Reflection

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

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.