



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Riverhead CSD	Pulaski Street School	5-6

## Collaboratively Developed By:

**The Pulaski Street School SCEP Development Team**  
**Patrick K. Burke, Principal**  
**Callan G. Lonergan, Assistant Principal**  
**Michelle Baumann, 6th Grade Teacher**  
**Cyndi Haverty, 6th Grade Teacher**  
**Kelli Puglisi, Special Education Teacher**  
**Marisa DeSerio, ENL Teacher**  
**Maria Garcia-Velasquez, Bilingual Social Worker**  
**Torre Hennessy, 5th Grade Teacher**  
**Lorraine Daly, School Psychologist**

**Barbara Marsicano, Reading Teacher**

*And in partnership with the staff, students, and families of **Pulaski Street 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 and Strategies

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 2021-22 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.

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 the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [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](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23</b></p>	<p>We commit to deepening connections among students, staff and the community.</p>
<p><b>Why are we making this commitment?</b> <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 the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	<p><b>Rationale:</b> Based on surveyed feedback received from students, staff and families we determined the need for strengthening relationships between all stakeholders. One of our core values as a school has been to foster a positive, nurturing and safe school environment for all. This will ensure all students and adults will build trusting relationships as the foundation for being more engaged with learning.</p>

Commitment 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Culture Kick-off	cross -content/curriculum, special area connections, diversity celebrations	walkthroughs, teacher/student feedback	collaborative planning time, clear communication with families
Restorative Circles	Professional development opportunities for all staff, guidance counselor circles	Survey regarding community building impact,	Faculty meeting, Be the Change Text
Responsive Classroom Framework	Professional development on core principles of Responsive Classroom including student engagement, effective management, developmentally appropriate teaching, and positive climate	walkthroughs, teacher/student feedback,	professional development, resource books
PTO Collaborative	PTO and building administrators, staff to collaborate on getting parents	enrollment numbers, feedback form	

Commitment 1

	involved in different events, (WINGO, culture night, etc)		

## Commitment 1

### End-of-the-Year Desired Outcomes

School 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>
<b>Student Survey</b>	My teacher/s understand how I am feeling and encourage me.	80% agree or strongly agree
<b>Staff Survey</b>	As a school, we foster close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences.	70% agree or strongly agree
<b>Family Survey</b>	The school fosters close relationships with students and families, including working with families to gather insights into our cultures, goals, and learning preferences.	80% 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.

We hope to continue to see an increase in our pool of family respondents. By increasing our number of participants we will have a better understanding of our growth as well as any needs for improvement.

# COMMITMENT 2

## Our Commitment

<p><b>What is one commitment we will promote for 2022-2023</b></p>	<p>We commit to strengthening our professional development opportunities to increase best practice.</p>
<p><b>Why are we making this commitment?</b> <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 the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	<p>Based on surveyed feedback from staff, and equity self reflection activity, there is a significant need for targeted professional development. This high leverage professional development will connect to the cultural identity of our students. For the past two years our opportunities for professional development have been limited due to covid restrictions and a massive district wide data breach.</p>



## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Faculty meetings as collaborative and community building	All staff will be engaged in small group discussions/break-out sessions in regards to school initiatives directed by school administration	survey, engaged staff, staff "exit tickets"	schedule & space
Collaborative planning times / PLC	Classroom teachers and support staff will meet during collaborative planning times to review academic and SEL data, and plan SGI, differentiated lessons, units that reach all students.	iReady Data, increased attendance, cross grade level curriculum projects, Social Emotional Screener?,	master schedule with times indicated, NY Therapy, building wide assemblies, (cyber/digital citizenship, culture, poetry, play, music recital)
Data Team	Team of teachers (all disciplines), mental health professionals and administrator(s) to analyze data to assess needs/ progress of tier 2/tier 3	iReady Data, eschool attendance data, SEL screener, behavioral	select team, update screener, schedule meetings,

		intervention meetings (evaluation form)	<b>create evaluation form, aggregate data on consequences in response to behavioral referrals</b>
<b>Professional learning communities</b>	Teachers in clusters with common preps for learning community and collaborative planning times	walk throughs, student outcomes, hallway displays	master schedule with times indicated

## End-of-the-Year Desired Outcomes

School 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>
<b>Student Survey</b>		
<b>Staff Survey</b>	Provide opportunities for all staff to receive training on topics related to F&P, restorative practices, and/or responsive classrooms.	We would like to see 100% of all teaching staff attend at least one hour of PD in one of the three areas.
<b>Family Survey</b>		

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.

We hope to see an increase in the implementation of restorative practices, F&P curriculum and responsive classroom practices. By increasing staff’s overall participation we will have a better understanding of our growth as well as any needs for improvement.

## 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.

### X State-Supported Evidence Based Strategy

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

<b>Evidence-Based Intervention Strategy Identified</b>	<b>Professional Learning Communities</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	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 joint study of research literature.

## 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:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</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>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must</b>	

Evidence-Based Intervention

**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
Patrick K. Burke	Building Principal
Callan G. Lonergan	Assistant Principal
Kelli Puglisi	Special Education Teacher
Marisa DeSerio	ENL Teacher
Cyndi Haverty	Classroom Teacher
Michelle Baumann	Classroom Teacher
Lorraine Daly	School Psychologist
Barbara Marsicano	AIS Reading Specialist
Torre Hennessy	Classroom Teacher





## 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**

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#### Equity Self-Reflection

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

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## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2022.

**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.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2022-23 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2022-23 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2022-23 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.