



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

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

## Collaboratively Developed By:

**The Pulaski Street Intermediate School SCEP Development Team**

- Patrick K. Burke, Principal**
- Callan G. Lonergan, Assistant Principal**
- Michelle Baumann, 6th Grade Teacher**
- Cyndi Haverty, AIS Teacher**
- Kelli Puglisi, Special Education Teacher**
- Emma Romeo, Special Education Teacher**
- Marisa DeSerio, ENL Teacher**
- Vanessa Sosa, ENL Teacher**
- Kourtney Bevis, Social Worker**
- Jillian Hatton, 5th Grade Teacher**
- Mallory Menneci, 6th Grade Teacher**
- Barbara Marsicano, Reading Teacher**
- Nicole Gigante, Guidance Counselor**
- Michelle Chiarulli, Guidance Counselor**
- Veronica Keane, 5th Grade Teacher**
- Jennifer Noheji, Parent**

*And in partnership with the staff, students, and families of **Pulaski Street Intermediate 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](#)

## Guidance for Teams

- [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><b>We commit to recognizing the connection between attendance and the school environment, and will make purposeful efforts to provide a warm, welcoming atmosphere.</b></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>-As a school, we know that our chronic absenteeism rate is adversely affecting our student’s growth. It is our mission to support all of our students both academically and socially.</p> <p>-In surveying our students and families we realized that they did not have a clear understanding of the importance of attendance as it relates to student achievement</p> <p>-In analyzing our data we recognized a strong connection between student attendance and student achievement</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>	Attendance Data	A 10% reduction in Chronic Absenteeism	

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>	I am excited to come to school.	60% Yes	
<b>Staff Survey</b>	Students at my school have the support and resources they need to be successful with their learning.	75% Agree	
<b>Family Survey</b>	My child likes to attend school everyday.	75% Strongly Agree	

Commitment 1

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>	Attendance Data	A 3% reduction in Chronic Absenteeism	

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	Attendance Data from E-School	A marked decrease in attendance concerns	
Adult/Schoolwide Behaviors and Practices	Attendance Data from E-School	Greater outreach to families for attendance concerns. Taking attendance with timeliness and fidelity.	
Student Behaviors and Practices	Attendance Data from E-School	Increased student attendance, decrease in student tardiness, increase in student engagement .	

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?
<b>Importance of openly discussing attendance with families and team members</b>	-A schoolwide presentation to be shared at back to school night and throughout the school year (PTO Meetings, Curriculum Nights, Parent Square)	-To be shared at designated times throughout the calendar year.

Commitment 1

	-Creation of a Data team of 5 members to review data on a quarterly basis	-Teacher salary
<b>Creating a universal attendance slide/handout reinforcing the importance of attendance that will be shared across multiple opportunities throughout the year</b>	-Creating universal handout that is translated into home languages	-Translations department
<b>Continue to enrich club offerings to increase attendance and student engagement</b>	-Surveying students to gauge interest in experiential topics. Clubs will start in November through May.	-Teacher salary and materials -Office supplies
<b>Continue to build and reinforce our culture of care which includes restorative practices, community circles, and responsive teaching</b>	-Continue to turn key information on Restorative Practices and Responsive Classroom through PLCs and Collegial Circles  -Expand pilot classrooms of Responsive Classroom training from 3 to 6	-Cohesive PLC/Collaborative Planning Schedule  -Responsive Classroom training
<b>Positive quarterly recognition for improvements for attendance, SEL, and academics</b>	-Criteria for Data to determine improvement generated by PSST Team  -Identification of improvement by data team	-Office Supplies -Teacher salary -Teacher coverage (subs)

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><b>We commit to strengthening intervention and identification of academic and social-emotional supports.</b></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>- The mission of Pulaski Street School is to share our cultural backgrounds, nurture growth, responsibility and productivity. We strive with our community to celebrate our diversity while building agency in student learning, fostering independence through self-discovery, collaboration and inquiry within a positive school wide atmosphere.</p> <p>-In surveying our students, staff, and families there is an overarching need to continue supporting our students both academically and social-emotionally. This year, we focused on our tiered interventions and saw a large increase in students achieving proficiency in ELA and Math with the iReady Diagnostic</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>
<p><b>End-Of-The-Year Goals</b></p>	<p>i-Ready ELA</p> <p>i-Ready Math</p> <p>Survey Questions</p>	<p>-from 44% to 34% two or more grade levels below</p> <p>-from 31% to 21% two or more grade levels below</p> <p>-A marked improvement from baseline (2022-2023) survey</p>	

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>



Commitment 2

<b>Student Survey</b>	My teacher/s understand how I am feeling and encourage me.	50% agree or strongly agree (always or often)	
<b>Staff Survey</b>	Students at my school have the support and resources they need to be successful with their learning.	75% agree or strongly agree	
<b>Family Survey</b>	The school provides me with communication that is easy to understand.	75% 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 (complete when reviewing mid-year data)
<b>Mid-Year Benchmark(s)</b>	i-Ready ELA i-Ready Math	A 5% increase in students who are at or above grade level proficiency and a 5% decrease in students who are performing significantly (2 or more) below grade level	

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>	Tier 2 and Tier 3 identified students	<ul style="list-style-type: none"> <li>Students responding to intervention</li> <li>Students mastering standard tasks</li> <li>Increased rates of proficiency in both ELA and Math.</li> </ul>	

## Commitment 2

<b>Adult/Schoolwide Behaviors and Practices</b>	Attendance at PLCs	<ul style="list-style-type: none"> <li>● Active participation and engagement</li> <li>● Targeted and differentiated instruction</li> <li>● Evidence of student centered learning in lesson plans</li> <li>● Utilizing Collaborative planning time</li> <li>● Sharing of best practices</li> </ul>	
<b>Student Behaviors and Practices</b>	Progress monitoring Data from AIS and Classroom teachers	<ul style="list-style-type: none"> <li>● Active engagement</li> <li>● Peer to Peer Collaboration</li> <li>● Higher rates of participation</li> </ul>	

## 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?
Protecting PLC and Collaborative Planning Time	Administration will restructure the master schedule to align special area teachers and clustered teams of teachers time for collaborative planning and Data Chats.	-Revised Master Schedule -Space for teams to meet
We will be providing appropriate professional development to staff on SGI (small group instruction) including how to schedule and implement	<p>-Administration will utilize the PLC Schedule and Collaborative planning time for professional development on specific topics regarding small group and differentiated instruction for classroom teachers and special area staff weekly</p> <p>-Classroom teachers will use their professional prep time for collaborative planning, collegial conversations (classroom intervisitation)</p>	-Revised Master Schedule  -Space for teams to meet

Commitment 2

<p>We will continue to streamline our IST process</p>	<p>The creation of an IST Team that facilitates MTSS/RTI interventions with fidelity and progress monitoring for Attendance, Academics, SEL, and Behavior</p>	<p>-Teacher Salary for time spent outside of contractual work day  -Funds needed for Data analysis/training on MTSS</p>
<p>Collaborative Planning sessions will be more structured in a way to maximize the time provided across content areas</p>	<p>We will enhance by including structured tasks designated by administration and facilitated by a group leader to maximize time and productivity. This may include tiering students for small group instruction, exit slips, and examining trends and work patterns in student work.</p>	<p>-Cohesive master schedule to allow for teachers to meet across content areas  -Space for teachers to meet</p>
<p>Teachers who are afforded a professional (extra) prep period will designate a quarterly activity from a menu of professional activities.</p>	<p>This will include curriculum writing, classroom intervisitation, community (family) outreach</p>	<p>-Quarterly Google Form for accountability and feedback</p>

### Commitment 3

## 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.

### XState-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>PLCs - Restorative Practices</b>
<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	Commitment 1 and Commitment 2
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	PLCs will afford our staff the time and resources to organize adults, center students, and link teaching and learning. The framework of Restorative Practices will support our culture of care.

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

## 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
Patrick K. Burke	Principal
Callan G. Lonergan	Assistant Principal
Michelle Baumann	6th Grade Teacher
Cyndi Haverty	AIS Teacher
Kelli Puglisi	Special Education Teacher
Marisa DeSerio	ENL Teacher
Kourtney Bevis	Social Worker
Jillian Hatton	5th Grade Teacher
Mallory Menneci	6th Grade Teacher
Barbara Marsicano	Reading Teacher
Nicole Gigante	Guidance Counselor
Michelle Chiarulli	Guidance Counselor
Veronica Keane	5th Grade Teacher
Jennifer Noheji	Parent
Emma Romeo	Special Education Teacher
Vanessa Sosa	ENL Teacher

## 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:</i> 4/6/21				x	x		
4/25/23	X						
5/1/23		X	X				
5/17/23			X	X			
5/22/23				X			
5/24/23					X	X	
6/7/23					X	X	
6/16/23							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**

The Student Interview process gave us an opportunity to connect with students on a more personal level, giving us valuable information for what is working in our school with regards to our commitments, and where we need to strengthen our skills. From our conversations, we gathered that students really enjoy our PBIS Initiative, School Clubs, and Pulaski PRIDE. Students also stated that at times it feels like the curriculum is moving too fast, and it is hard to keep up. Lastly, students stated they enjoy having community circles and SEL time to discuss non academics with their teachers and peers.

## 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.