



# School Comprehensive Education Plan 2023-2024

District	School Name	Grades Served
Lockport City School District	Emmet Belknap Intermediate School	5 & 6

## Collaboratively Developed By:

The Emmet Belknap Intermediate School SCEP Development Team consisted of:

Holly Dickinson (Director of Grants and District/Community Programs), Kelley Edmunds (Teacher/ELA Department Chair), Michael Finnerty (Teacher/Science Department Chair), Jennifer T. Gilson (Principal), Raymond Gueli (Teacher/Mathematics Department Chair), Andrew Harrington (Teacher/Social Studies Department Chair), Deanna Ingraham (Teacher), Crystal Key (Teacher), Deanna Lute (Parent), Shawn Murray (Assistant Principal), Tara MacDonald (AIS Literacy Specialist), Robin Pettapiece (TOSA), Tanya Reese (AIS Reading Specialist), Julie Schiavone (Assistant Principal), Lynn Simonian (Teacher/Special Education Department Chair), Kirsten Smith (Teacher), Camille Pontrello (Principal), Elizabeth Smorol (Assistant Principal), and in partnership with the staff, students, and families of Emmet Belknap 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](#)
- [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>We commit to providing social/emotional learning programs to support our students' behavioral needs.</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 SCEP Team identified the social/emotional needs of our school community as an essential piece of our overall success. This commitment to research-based practices should span the breadth of our school: from content-area classrooms to guidance programs, extracurricular activities, etc. Since we are trying to nurture the whole student, the mental and emotional well-being of each student affects our school as a whole.</p> <p>Important shifts mentioned in the <i>How Learning Happens</i> document that supports our commitment are:</p> <ul style="list-style-type: none"> <li>• <b>“From</b> separating academic learning from social and emotional development <b>to</b> emphasizing the interconnectedness of social, emotional, and academic development.</li> <li>• <b>From</b> ‘fixing’ young people <b>to</b> improving learning environments.”</li> </ul> <p>In review of the data gathered, a majority of student respondents expressed concerns with social/emotional safety. In particular, students felt as though there is a bullying problem at EBIS. Students reported being teased or picked on for their race, ethnicity, and physical or mental disability. The prevalence of rumor-spreading and lying was also significant.</p> <p>Additionally, LCSD was recently cited by New York State. The data indicates there is a disproportionate number of in-school and out-of-school suspensions for black students.</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>	Discipline referrals ISS/OSS reports Lion's Den log Attendance reports Mentoring Program document Social Worker/School Counselor/Behavior Specialist referrals	<ul style="list-style-type: none"> <li>• Reduced incidents of bullying through the district-wide implementation of the Olweus program</li> <li>• Increased recognition and celebration of our students making better and more positive behavior choices</li> <li>• Increased understanding and identification of reasons/frequency/durations for in-school and out-of-school suspensions</li> <li>• Review and discuss the number of incidents through the Mentoring Program with the student</li> <li>• Reduced number of incidents resulting in in-school and/or out-of-school suspensions through the implementation of targeted interventions and strategies to resolve student issues before they rise to this consequence</li> </ul>	

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	What we ended up seeing <i>(complete</i>
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Commitment 1

		<i>(e.g., % agree or strongly agree)</i>	<i>once Spring survey results are available)</i>
<b>Student Survey</b>	<ul style="list-style-type: none"> <li>Students at this school stop and think before doing anything when they get angry.</li> <li>Students at this school try to work out their disagreements with other students by talking to them.</li> <li>Students at this school are teased or picked on about their physical or mental disability.</li> <li>Students at this school are often bullied.</li> <li>Students often spread mean rumors or lies about others at this school on the internet.</li> </ul>	<p>Increase agree or strongly agree response by 5%</p> <p>Increase disagree or strongly disagree response by 5%</p>	
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>I think that cyberbullying is a frequent problem among students at this school.</li> <li>I think that bullying is a frequent problem at this school.</li> <li>The following types of problems occur at this school often: student verbal abuse of teachers.</li> <li>The following types of problems occur at this school often: vandalism.</li> </ul>	Increase disagree or strongly disagree response by 5%	
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>Bullying of students at school or school activities is a problem at this school.</li> <li>School rules are applied equally to all students.</li> <li>When my child does something good at school, I usually hear about it from the school.</li> <li>This school has enough programs that develop students' social and emotional skills (e.g. self-control, problem solving, or getting along with others).</li> </ul>	<p>Increase disagree or strongly disagree response by 5%</p> <p>Increase agree or strongly agree response by 5% and Decrease "Don't Know" response by 5%</p>	

# 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>	Discipline referrals ISS/OSS reports Lion's Den log Attendance reports Social Worker/School Counselor/Behavior Specialist referrals	Fewer discipline referrals, less in-school and out-of-school suspensions, more positive survey results, better peer relations, increased attendance, less school truancy, less vandalism	

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>	Discipline referrals ISS & OSS Reports Attendance Reports	<ul style="list-style-type: none"> <li>Reduced number of discipline referrals &amp; suspension rate compared to previous years</li> <li>Increased student attendance</li> </ul>	

Commitment 1

Adult/Schoolwide Behaviors and Practices	Engagement in OLWEUS program	<ul style="list-style-type: none"> <li>Positive relationship building</li> </ul>	
	Restorative Practices		
Student Behaviors and Practices	Engagement in OLWEUS program	<ul style="list-style-type: none"> <li>Common language amongst students</li> </ul>	
	Restorative Practices	<ul style="list-style-type: none"> <li>Positive peer to peer interactions</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?
<b>Strategy One:</b>  <b>OLWEUS Bullying Prevention Program</b>	<p>Fewer discipline referrals, less in-school and out-of-school suspensions, more positive survey results, better peer relations, increased attendance, less school truancy, less vandalism</p> <p>Trimester administration of the bullying questionnaire that is included in the program</p>	<p>Time during staff meetings to discuss and conduct training</p> <p>Time during the school day (ie:, homeroom, WIN) for student surveys to be completed</p>
<b>Strategy Two:</b>  <b>Positive Behavior Intervention Strategies</b>	<p>Celebrate positive student behavior/making good choices</p> <p>Bring recognition to those who are demonstrating positive behavior/character choices</p> <p>Higher frequency and number of "PAWS" are distributed to students</p>	<p>LHS to create signs that reinforce positive behaviors</p> <p>School Store - high interest items for students to "buy" with PAWS</p> <p>PAWS for each teacher</p>



Commitment 1

	<p>Increase in the number of items “bought” from the School Store</p> <p>Introduce “Students of the Month” on bulletin board/TV monitor/PA Announcements and celebrate their achievements with certificate</p> <p>Continued implementation of Restorative Justice/Practices</p>	<p>Criteria for earning PAWS that is shared at students annual “Right to Know” assembly, staff and parents</p> <p>Staff to identify criteria for “SOM” (ie., honor role, merit role, improved attendance, character traits, PAWS, etc)</p> <p>Staff member to update bulletin board/TV/ announcements &amp; create certificates</p>
<p><b>Strategy Three:</b></p> <p><b>Identify Cause of Disproportionality Rate</b></p>	<p>Through our partnership with Erie1 BOCES, we will delve deeper into the root cause of the issues and identify alternative strategies to address student behaviors.</p> <p>Students take ownership of their actions and learn how to work through conflict</p> <p>Staff identify and utilize a variety of interventions and strategies to address student behaviors and resolve student issues</p>	<p>Monthly follow up and PD opportunities through Olweus Program and turn-key train/share strategies from Erie1 BOCES involvement &amp; disproportionality review</p> <p>Continued support for staff</p>

## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We commit to increasing student and family engagement at Emmet Belknap Intermediate School.</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>A critical component to improving our school community and overall student achievement includes increasing student and family engagement.</p> <p>An active partnership between home and school needs to exist in an effort to promote optimal student growth. Data gathered revealed that families want strategies to best support their child/children's learning. We recognize the difference between involving families in schooling and engaging them in learning and <i>"it is only the engagement of parents in learning in the home that is most likely to result in a positive difference to learning outcomes"</i> (Harris &amp; Goodall, 2008, p. 278).</p> <p>The <i>How Learning Happens</i> document reflects our commitment to making the following shifts:</p> <ul style="list-style-type: none"> <li>• <b><i>"From thinking that learning only happens in schools to knowing that learning happens everywhere and all the time."</i></b></li> <li>• <b><i>From thinking that relationships are a 'nice to have' to recognizing that relationships are a 'must have' for the growth of young people.</i></b></li> <li>• <b><i>From assuming that adults know it all to realizing that adults are working on their own social, emotional, and cognitive development and need the preparation, support, and working conditions to create the environments where learning happens."</i></b></li> </ul> <p>After gathering perception data from the school community, the SCEP Team discovered that instructional staff felt they needed to build home/school relationships. By understanding specific challenges that affect our families, especially challenges that could be obstacles to supporting their children's learning, staff are committed to building and maintaining mutual respect and understanding with the families we serve. In turn, families will have the opportunity to visit our building, and gain a better understanding of the programs and support we provide at EBIS.</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>	Event Sign-In Sheets  Feedback from parents	<ul style="list-style-type: none"> <li>Parents have more opportunities to come into the school, learn about their child's interests and academic programs, be part of their child's learning environment, and become active in the decision making process</li> <li>"The Portal" and regularly scheduled academic reports will offer a more consistent means of providing academic information to parents</li> <li>Various methods of communication in the families preferred language will open lines of communication between home and school</li> </ul>	

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>	<ul style="list-style-type: none"> <li>My teachers often connect what I am learning to life outside the classroom.</li> <li>I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.</li> </ul>	Increase agree or strongly agree response by 5%	
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>This school collaborates well with community organizations to</li> </ul>	Increase agree or strongly agree responses by 5%	

Commitment 2

	<p>help address youth substance use problems.</p> <ul style="list-style-type: none"> <li>The school has programs that address substance among students.</li> </ul>		
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity, and identity.</li> <li>This school encourages me to be an active partner in educating my child.</li> </ul>	Increase agree or strongly agree response by 5%	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	<p>Event Sign-In Sheets</p> <p>Feedback from parents</p> <p>Building Based Teams</p> <p>Agendas/Minutes (SIT, SST, PTSA, etc)</p> <p>Parent/Student Portal</p> <p>Academic Reports</p>	<ul style="list-style-type: none"> <li>More parents &amp; families become actively involved/ volunteer in school events</li> <li>Increased parent visitation to the building</li> <li>Parents participation on school-based teams</li> <li>All stakeholders utilize the Portal system</li> </ul>	

## Commitment 2

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? <i>(Identify Quantitative Data or Qualitative Descriptors in this space)</i>	What we ended up seeing <i>(complete six to ten weeks into the school year)</i>
Student Data	Observe School-Sponsored events attendance Student Portal	<ul style="list-style-type: none"> <li>Increased participation in school-sponsored events</li> <li>Students utilize the Portal to understand academic progress</li> </ul>	
Adult/Schoolwide Behaviors and Practices	Participation in student-centered academic events Parent Portal Academic Reports	<ul style="list-style-type: none"> <li>Increased communication between home and school</li> <li>Attendance at academic evening events</li> <li>Grades posted in a timely manner on the Portal</li> <li>Grades explained to the students to ensure understanding</li> <li>Comprehensive regularly scheduled academic reports are shared with parents</li> </ul>	
Student Behaviors and Practices	Participation in academic events Student Portal	<ul style="list-style-type: none"> <li>Attendance at academic evening events</li> <li>Work completed so grades can be posted in a timely manner to the Portal</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?

## Commitment 2

<p><b>Strategy One:</b></p> <p><b>Early Opportunities to Interact and Engage with Families</b></p>	<p>EBIS will work collaboratively to offer:</p> <ul style="list-style-type: none"> <li>• Family tour of EBIS before the first day of school (August)</li> <li>• Schedule an “Open House” for all students and families to attend (September)</li> <li>• Volunteer opportunities within our school (HOUSE days, field trips, Career Day, etc)</li> <li>• Membership on decision-making teams (PTSA, School Improvement, School Safety)</li> <li>• Information on using Student &amp; Parent Portals</li> <li>• More consistent communication between home/school</li> <li>• Consistent use of “The Portal” to document grades</li> <li>• Regularly scheduled academic reports to be sent out during each trimester</li> <li>• Continued use of email, phone calls, text messaging, parent teacher conferences, etc to maintain open communication about both student issues &amp; successes</li> </ul>	<p>Sign-in sheets to be reviewed from building visits and attended meetings</p> <p>Parents &amp; Students need to be taught how to log on and access information on “The Portal”</p> <p>Department Chairs and Administration to review regularly scheduled academic reports</p> <p>Staff members need to work with families to identify the best form of communication for each student, in addition to the preferred language</p>
<p><b>Strategy Two:</b></p> <p><b>Showcase Our Learning Events</b></p>	<p>One event to be planned each trimester to showcase student learning, led by students and supported by staff</p> <ul style="list-style-type: none"> <li>• STEM/Science - November</li> <li>• Literacy/Social Studies/AIS - January/February</li> <li>• Math/AIS - April/May</li> </ul> <p>Other ideas to be considered:</p> <ul style="list-style-type: none"> <li>• Music in the Loop</li> <li>• Fall Fest</li> <li>• Cultural Unity Night</li> <li>• Health &amp; Wellness Night</li> </ul>	<p>Sign in sheets to be reviewed to determine the number of families attending</p> <p>Teacher teams to plan, lead, and execute the events (pay or may count toward 7 hours)</p> <p>Materials for stations/activities</p> <p>Refreshments</p>

Commitment 2

	Track the number of families attending and participating in these opportunities	
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## COMMITMENT 3

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

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p>We are committed to identifying and aligning resources to provide students the academic support they need.</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>EBIS has been designated as a “Targeted School in Need of Improvement” (TSI) by SED for lack of academic progress.</p> <p>The document, <i>How Learning Happens</i>, suggests shifting to a more youth-centered, evidence informed framing to create an environment that may help us move:</p> <ul style="list-style-type: none"> <li>• <b>“From</b> separating academic learning from social and emotional development <b>to</b> emphasizing the interconnectedness of social, emotional, and academic development.”</li> <li>• <b>“From</b> “fixing” young people <b>to</b> improving learning environments.”</li> </ul> <p>This commitment supports the opportunity for staff and parents alike, to ensure students are reaching their fullest academic potential.</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 Reports  STAR/Progress Monitoring Reports  LCSD Trimester Benchmarks in ELA/Math  AIS schedules  NYS ELA/Math/Science Assessment Scores  Classroom Observations	<ul style="list-style-type: none"> <li>Increased daily student attendance</li> <li>Increased growth scores on STAR/Progress Monitoring will reduce the number of students needing AIS services</li> <li>Students meeting district scores will prove classroom instruction is effective</li> <li>Through open and consistent communication, parents will understand and be part of the decision making process</li> <li>Both students and parents recognize and understand their own/child's growth through data collection and on-going communication</li> <li>Learning environments are clean, organized and welcoming to promote student learning</li> <li>Improved results on the NYS Assessments will help EBIS be removed as a designated school by SED</li> </ul>	

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>	<ul style="list-style-type: none"> <li>My teachers give me individual attention when I need it.</li> </ul>	Increase agree or strongly agree responses by 3%	

Commitment 3

	<ul style="list-style-type: none"> <li>My teachers often connect what I am learning to life outside the classroom.</li> </ul>		
<b>Staff Survey</b>	<ul style="list-style-type: none"> <li>The students in my class come to class prepared with the appropriate supplies and books.</li> <li>Once we start a new program at this school, we follow up to make sure that it's working.</li> </ul>	Increase agree or strongly agree responses by 5%	
<b>Family Survey</b>	<ul style="list-style-type: none"> <li>The school sees me as a partner in my child's education.</li> <li>When my child does something good at school, I usually hear about it from the school.</li> </ul>	Increase agree or strongly agree responses by 3%  Increase agree or strongly agree responses by 5%	

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 Reports  STAR/Progress Monitoring Reports  LCSD Trimester Benchmarks in ELA/Math  AIS schedules	<ul style="list-style-type: none"> <li>Increased daily student attendance</li> <li>Increased growth scores on STAR/Progress Monitoring will reduce the number of students needing AIS services</li> <li>Students meeting district scores will prove classroom instruction is effective</li> </ul>	

### Commitment 3

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 Reports STAR/Progress Monitoring Reports	<ul style="list-style-type: none"> <li>• Increase attendance will help students meet academic goals</li> <li>• Students meeting district scores will prove classroom instruction is effective</li> </ul>	
Adult/Schoolwide Behaviors and Practices	STAR/Progress Monitoring Reports AIS Reports Student Binders	<ul style="list-style-type: none"> <li>• Increased growth scores on STAR/Progress Monitoring will reduce the number of students needing AIS services</li> <li>• Classroom Teachers will maintain binders of academic growth and communicate regularly with students to be sure they understand their progress</li> </ul>	
Student Behaviors and Practices	Attendance Reports Increased Effort & Ownership	<ul style="list-style-type: none"> <li>• Increase attendance will help students meet academic goals</li> <li>• Students take ownership of their learning and increase effort and productivity</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?
<b>Strategy One:</b>	Identify a common facilitator for all meetings	Facilitator to be identified by LCSD
<b>Strategic Approach to SBST</b>	Establish and share clearly defined referral process with all staff	Director of Student Services to share most recent RTI Guidelines with all staff

Commitment 3

	<p>Maintain open communication and involve parents in the decision making process</p> <p>Parents understand what the supports are and why they are needed in terms they and their child can comprehend</p> <p>Timely schedule changes are made to support newly identified needs</p> <p>Students are receiving the academic support they need and are closing the gaps</p>	
<p><b>Strategy Two:</b></p> <p><b>Implementation of Interventions</b></p>	<p>Programs used to support reading and math are research-based and/or support by the district</p> <p>Frequency, duration, location and provider are shared with all stakeholders and meet the district's guidelines</p> <p>Supports are provided to students with fidelity, progressed monitored and adjusted based on their academic needs</p> <p>All staff self-assess and purge items that are non-essential to the learning process to allow less distractions from student learning Questions about materials, resources, scheduling, interventions, practices, data tracking, etc should be shared with EBIS point person who will work with the district level team</p> <p>Classroom environments are safe, welcoming and affirming with a sense of belonging, free from clutter, disorganization and irrelevant materials/resources</p>	<p>Interventionists who need materials and resources should reach out to Dept Chair and/or Administration</p> <p>Administration to select a point person to work with district level team on building questions, concerns, and clarification needs</p> <p>Staff to identify and remove non-essential items</p>

Commitment 3

	Common language to be used for reading strategies (ie., RACE, RADD)	
<b>Strategy Three:</b>  <b>On-Going Data Collection and Review</b>	<p>LCSD focus on reading achievement in grades 5-8</p> <p>Staff to review 2022-2023 data to identify students who are in need of Tier 2 and Tier 3 support</p> <p>Data collection of district benchmarks, NYS assessments, STAR results, Running Records, Lexia, Zearn, etc are easily accessible and clearly denote students progress</p> <p>Staff to work collaboratively to ensure those who need the support are receiving at least the minimum amount of time per week based on LCSD guidelines</p> <p>Meeting notes and student information is kept in the yellow RTI folders as well as RtIImDirect</p> <p>Staff maintain records of all student assessments, benchmarks, progress monitoring and share results regularly with students and parents</p> <p>Transition to NYS Assessments in grade 5 to be administered via computer-based testing (CBT), grade 6 will remain as paper-based testing (PBT)</p> <p>Increased scores on the NYS ELA and Math assessments</p>	<p>On-going communication with AIS Department Chair, Math/Reading Interventionists, classroom teacher and parents to ensure growth is being shared</p> <p>Data folders or binders for every student to track progress</p> <p>Parents, students &amp; staff understand the importance of NYS testing and spend adequate time and effort in preparing for them</p>
<b>Strategy Four:</b>	Provide students with after school academic and social/emotional support 2 days a week	Review NYS ELA and Math score from Spring 2023

### Commitment 3

<b>Extended School Day/School Year</b>	<p>for 1 hour each day, starting on/about January 29, 2024 through the remainder of the school year</p> <p>Targeted population will be EBIS students who are below proficiency in ELA and Math based on district measures</p> <p>Provide summer learning opportunities for students who are struggling to meet District expectations in Reading and Math</p>	<p>Review LCSD STAR and District benchmark assessment data to identify those who are in need of additional support</p> <p>Transportation will be provided for both After School and Summer Programs</p>
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#### 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>	Restorative Justice
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Commitment 3

<b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b>	All three commitments, primarily 1 and 2
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	We recognize that students need social/emotional support. We will create a school climate that supports conflict resolution that is welcoming and affirming for all.

### ☐ 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>	
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Commitment 3

<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
Holly Dickinson	Director of Grants and District/Community Programs
Kelley Edmunds	5th/6th Grade Special Education Teacher/ELA Department Chair
Michael Finnerty	6th Grade Teacher/Science Department Chair
Jennifer T. Gilson	Principal
Raymond Gueli	5 <sup>th</sup> Grade Teacher/Mathematics Department Chair
Andrew Harrington	5 <sup>th</sup> Grade Teacher/Social Studies Department Chair
Deanna Ingraham	5 <sup>th</sup> Grade Teacher
Crystal Key	6th Grade Teacher
Deanna Lute	Parent Member
Tara MacDonald	AIS Literacy Specialist
Shawn Murray	Assistant Principal
Robin Pettapiece	Teacher on Special Assignment (TOSA)
Camille Pontrello	Principal
Tanya Reese	AIS Literacy Specialist
Julie Schiavone	Assistant Principal
Lynn Simonian	6 <sup>th</sup> Grade Special Education Teacher/Special Education Chair
Kirsten Smith	5 <sup>th</sup> Grade Teacher
Elizabeth Smorol	Assistant Principal

## 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
1/25/23	X	X					
2/22/23	X	X					
3/15/23			X		X		
4/13/23			X				
4/26/23			X				
5/10/23	X	X					
5/17/23	X	X					
5/24/23	X	X	X				X
6/6/23	X	X	X				X

Our Team’s Process

6/7/23							X
7/25/23	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**

The SCEP Team identified the students to be interviewed. The students were gathered with varied personalities, grade levels, academic and behavioral successes and challenges for rich perspectives and represented the collective student body. Questions were formulated and presented, in advance, to the group multimodally, in text and verbally. The selected students were interviewed in small groups with varied members of the SCEP Team present, as well as individually. The SCEP Team readily analyzed and interpreted student interview data to inform our plan for the upcoming 2023-2024 school year.

## 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.