

LOCKPORT CITY SCHOOL DISTRICT
Lockport, New York 14094

**A District Plan
for
School Based Planning
and
Shared Decision Making
to
Improve Student Achievement**



Our mission is to assure comprehensive learning for all so that each person will be a lifelong learner.

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Superintendent of Schools

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LOCKPORT CITY SCHOOL DISTRICT

A District Plan for School Based Planning and Shared Decision Making To Improve Student Achievement

Pursuant to 100.11 of the Commissioner's Regulations, a district wide planning team was organized to include the following participants:

Board Liaison		Martha Kershaw
Superintendent		Michelle T. Bradley
Assistant Superintendent for Personnel		Lisa Schrader
Executive Director of Educational Services		Marianne Currie-Hall
Directors		Russell Buckley, Alternative Education Stacey Aliasso, Special Education Dr. Robert LiPuma, Technology, Data Security, and Communications Michael Sobieraski, Director of Physical Education and Athletics Holly Dickinson, Director of Grants & District/community Programs
Building Administrators	Secondary	Dawn Wylke, Principal, LHS Dr. Bernadette Smith, Principal, AMJHS
	Intermediate	Dr. Camille Pontrello, Principal, EB
	Elementary	Patricia McMahon, Principal, AM
Teachers	Anna Merritt Charles Upson Emmet Belknap George Southard LHS West Aaron Mossell Roy B. Kelley	Nicole Mack, Teacher Lyndsay Saraf, Learning Center Tanya Reese, Learning Center Lynn Witt, Psychologist Courey Penna, Special Education Janis Lombardi, LOTE Marla Sparks, Special Education
Lockport Education Association		Scott Reddinger, LEA President/LHS Shawn Haley, LEA Vice President/GS
Parents	PTA	Olivia Wasiluk
Support Staff	Tech. Int. TOSA District Math TOSA District ELA TOSA	Heather Bitka Michelle Burtis Danielle Kruse
Community Member		Kathy Crissy

The **purpose** of school-based planning and shared decision making shall be to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability.

The Lockport City School district has developed A District Plan for School Based Planning and Shared Decision Making to Improve Student Achievement to comply with NYSED Regulations Part 100.11, participation of parents/legal guardians and teachers with administrators and school board members in school-based planning and shared decision making. The plan is outlined in the following order:

1. Educational Issues
2. Participation
3. Student Achievement
4. Accountability
5. Dispute Resolution
6. Parental Involvement

Educational Issues

The following strategies are subject to shared decision making based upon the Annual School Comprehensive Education Plans (SCEPs) and the District Comprehensive Improvement Plan (DCIP) as outlined by the New York State Education Department Every Student Succeeds Act (2015).

ESSA Accountability Designations

The Every Student Succeeds Act, or ESSA, the main federal law for K-12 public education, aims to ensure all children get a quality education. The law requires that states hold public schools accountable for how students achieve. ESSA does give states flexibility—their accountability systems can measure much more than just test scores.

The New York State Education Department (NYSED) has established a new set of indicators to measure school performance. NYSED developed these indicators with the input of thousands of people statewide—parents/legal guardians, educators, and experts. The new indicators include:

- student academic achievement;
- student growth and school progress;
- progress of English language learners;
- chronic absenteeism; and
- for high schools, graduation rates and preparing students for college, career and civic engagement.

Accountability Designations

Schools and districts earn a score for all students and for student subgroups. Such subgroups include members of racial and ethnic groups, low-income students, students with disabilities and English language learners. These levels are used to determine whether a district is a Good Standing District or a Target District and whether a school is in Good Standing or identified for Comprehensive Support and Improvement or Targeted Support and Improvement.

Designated schools are required to create a School Comprehensive Education Plan (SCEP) and districts are required to create a District Comprehensive Improvement Plan (DCIP). In Lockport, all schools will create a SCEP.

Priorities for which schools should apply significant focus, resources and attention:

Each Lockport City School District school will work towards improving specific practices identified within the pillars of the Diagnostic Tool for School and District Effectiveness (DTSDE) Framework. Six tenets of Effective Schools include Systems and Organization, Leadership, Curriculum, Instruction, Social-Emotional Learning, and Parent and Community Engagement. Each spring, building teams in all schools will examine how their school is currently positioned to support student success by reviewing multiple sources of recent data.

A thorough needs assessment will be conducted including annual survey results from parents/legal guardians, students, instructional and non-instructional staff, assessment data, and attendance data. Teams will also complete student interviews and equity self-reflections as part of their examination. After a thorough review of data from all stakeholders the team will identify a minimum of two commitments necessary for school improvement and ultimately student success. A School Comprehensive Education Plan (SCEP) is then created with identified commitments along with Key Strategies (action steps) and Resources required for a successful implementation. Schools are expected to gauge their successes along the way.

Participation

Building based School Improvement Teams, as part of school based planning for improving the educational performance of all students in the school, should consist of teachers, parents, and administrators, along with other parties such as students, school district support staff, and community members.

How are building team members selected?

Administrators – selected by the district's administrative bargaining organization(s) per Section 100.11 of Commissioner's Regulations. In Lockport, each building principal/legal guardians will be on their building school improvement team.

Teachers – selected by the teachers' collective bargaining organization(s).

Parent/legal guardian member(s) – (not employed by the district or a collective bargaining organization representing teachers or administrators in the district) are selected by school-related parent organization(s), PTA, PTSA, etc.

Community Member(s) - may volunteer or selected via Partners in Pride, a community outreach initiative.

Secondary Core Academic Department Chairs – as part of their job description, are members of the school based team.

All other Department Chairs – as part of their job description, are consultants to the school based team as needed.

Support Staff – selected voluntarily (secretaries, custodians, monitors, aides, and assistants).

A **team facilitator** may be chosen by team members to, “guide the process,” and may be required to attend facilitation training. The **administration** assures the plan is shared with the **District's Comprehensive Improvement Plan** team as part of the district's needs assessment data analysis in preparing the annual DCIP.

How long do members serve?

Members will be identified by the end of the school year and will serve on the team for a minimum of two (2) years, after initial training.

A cycle rotation will be determined by the building level team with the understanding that an entire team will never completely change at the same time.

What training will members receive?

Initial overview of the **District Plan for Shared Decision Making and Site Based Management for Improving Student Achievement** (CR 100.11) will be required and financially supported by the District.

Ongoing development training opportunities in the following areas will be required, coordinated and financially supported by the District.

- Team/trust building
- Consensus decision making
- Problem solving
- Conflict resolution
- Facilitation

During initial team meeting at the beginning of the school year, all buildings will review:

1. procedures (choose roles, review regulations, review consensus concept)
2. expectations of the team (do's and don'ts)
3. District Comprehensive Improvement Plan
4. Shared Decision Making Plan

When/how often will building teams meet?

School Improvement Teams will meet a minimum of four (4) times per year. A schedule of meetings will be reviewed and determined by the building level team annually, giving due consideration for each individual member's schedule.

How are decisions made?

Consensus - defined as a systematic process used by the group to make decisions which everyone can support, **so as not to violate or abandon any strong convictions or needs**. A consensus decision has been reached when:

- a. Group members agree to support the decision though it may not be everyone's first choice.
Special note: Consensus requires that at least 80% of the members agree with the decision.
- b. Everyone is committed to the decisions and will not "roadblock."
- c. Each participant agrees that they have had an opportunity to influence the decisions.
- d. No one raises an objection when the group leader calls for consensus approval of the decision.

Student Achievement

The data for evaluating improvement in student achievement will be collected and disaggregated to: 1) analyze trends, 2) compare year to year and group to group results, 3) make site based decisions to improve educational performances for all students, and 4) identify and address individual student needs through AIS (Academic Intervention Services) using the RTI (Response to Intervention) model.

Each year, buildings will closely monitor student academic progress under Every Student Succeeds Act (ESSA) accountability measures.

At the elementary/middle level, measures of success include:

- Composite Performance: Annual student performance in English language arts (ELA), math, and science
- Academic Progress: Progress of students on state assessments in relation to long-term goals and Measures of Interim Progress (MIPs) in ELA and math
- Student Growth: Student growth on state assessments in English language arts and math for students in grades 4-8 compared to students with similar scores in prior years
- English Language Proficiency (ELP): Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)
- Chronic Absenteeism: Percent of students who are absent 10% or more instructional days

At the secondary level, measures of success include:

- Composite Performance: Annual student performance in English language arts, math, science and social studies
- Academic Progress: Progress of students on state assessments in relation to long-term goals and Measures of Interim Progress (MIPs)
- English Language Proficiency (ELP): Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)
- Chronic Absenteeism: Percent of students who are absent 10% or more instructional days
- Graduation Rate: Graduation rates of students four, five, and six years after first entering grade 9, based on graduation rate cohorts that are lagged on year
- College, Career, and Civic Readiness (CCCR): Percentage of students who are leaving high school prepared for college, career, and civic readiness as measured by diploma, credentials, advanced course credits and assessment results, career and technical education certifications and other similar measures.

Accountability

School Improvement team members will be accountable to their individual constituency, the team, and the implementation of their SCEP plan for the purpose of improved educational performance for all students outlined in each SCEP and the District Comprehensive Education Plan.

School Improvement team members are expected to...

- Consistently communicate ideas, concerns, goals, and progress to each other and to their constituents/stakeholders.
- Honor team decisions.
- Represent their constituency.
- Regularly attend meetings.

The team has the responsibility to...

- Analyze student achievement data, continuously looking for patterns, changes, and trends on an ongoing basis at both district and building levels.
- Evaluate team effectiveness; individual members have the responsibility of evaluating their own performance.
- Complete an end of the year progress report regarding goal accomplishment.
- Establish the site based operational procedures.
 - a) Determine facilitator, recorder, and logistics manager.
 - b) Determine meeting schedule.
 - c) Determine communications strategies.
- Make decisions that are consistent with: 1) updated federal and state law and education regulations, 2) District policy, 3) District Comprehensive Improvement Plan, and 4) contractual agreements.
- Implement the District Plan for School Based Planning and Shared Decision Making for Improving Student Achievement with the support and consideration of the Superintendent and Board of Education.

The District School Improvement team (DSI) and “ad hoc” committees will continue to exist to support Building Team implementation of the District Plan for School Based Planning and Shared Decision Making for Improving Student Achievement.

All school community members are expected to...

- Consistently communicate ideas, concerns, goals and progress to each other.
- Honor team decisions as if they were their first choice.
- Analyze student achievement data.
- Evaluate their own performance as a cooperative site-based community member.
- Actively involve themselves in “ad hoc” committee functions.
- Take their turn sharing responsibility for team membership.

Dispute Resolution

School Improvement team members are expected to resolve disputes regarding educational issues, using conflict resolution skills. This process of dispute resolution has been outlined to support shared decision making with the understanding that there may be an unusual occurrence when the team may be unable to resolve an issue. Every attempt should be made to resolve disputes at the school planning team level.

- Every attempt will be made to reach consensus on educational issues.
- Other strategies will be employed to resolve disputes if consensus is unattainable (mediation, problem-solving models, etc.).
- The principal, superintendent or executive director of educational services may be requested to resolve the dispute if other strategies have failed.

Parent/Legal Guardian Involvement

To support the tenets of broad based parent/legal guardian involvement:

- Site-based team decisions will be made with parent/legal guardian representation and input. With the shift to the required Every Student Succeeds Act (ESSA) building level data-driven inquiry teams, students' confidential rights must be protected. Communication with parents/legal guardians will continue in order to gain parental/legal guardian input and insight. Through regular PTA meetings, parents/legal guardians will be informed of academic progress within the district.
- "Ad-hoc"/design teams that are organized to carry out team objectives will actively involve parent/legal guardian representation.
- There will be a record of regular communication with parents/legal guardians regarding goals and progress, and the rights and responsibilities of all.

The School Improvement teams must be aware of Federal and State programs and allocations; they have a responsibility of informing and involving the appropriate parents/legal guardians:

- Individual building level team members and their constituencies will work annually with the Director of Grants and District/Community Programs for the purpose of planning for Parent Involvement Fund (PIF) allocations:
 - Schools to receive allocations in September
 - Collaborate with PTA to create a PIF plan