



School Comprehensive Education Plan 2021-22

| 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

Paul Kowalski, Principal

Shawn Murray, Assistant Principal

Julie Schiavone, Assistant Principal

Holly Edwards, Parent Member

Olivia Wasiluk, Parent Member

Samuel White, Parent Member

Kelley Edmunds, 5th/6th Grade Special Education Teacher/ELA Department Chair

Michael Finnerty, 6th Grade Teacher/Science Department Chair

Jennifer Govenettio, 6th Grade Teacher/Social Studies Department Chair

Raymond Gueli, 5th Grade Teacher/Math Department Chair

Sara Qureshi, District Data Coordinator

Lynn Simonian, 6th Grade Special Education Teacher/Special Education Department Chair

Lisa Stastyshyn, Teacher on Special Assignment for Technology Integration

Kirsten Burke Smith, Teacher on Special Assignment for English Language Arts

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 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 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 1

Our Commitment

| | |
|--|---|
| <p>What is one commitment we will promote for 2021-22?</p> | <p>We commit to creating and maintaining a welcoming and affirming environment for ALL students and families.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>This commitment was developed as a result of some students and parents expressing concerns about the opportunities available to them to meaningfully interact with our school.</p> <p>Additionally, some students expressed during student surveys that "... (they) need adults to recognize when (they) need help." Another student suggested "taking students out of the classroom if they are visibly stressed so that they have a chance to calm down."</p> <p>Utilizing the input of students, parents and staff, we will help introduce students and their parents/legal guardians to our school community and regularly provide opportunities for them to meaningfully interact with our school. We want all students and their families to know and feel that they are welcome members of our school community. This commitment fits with efforts that had been ongoing prior to the COVID-19 pandemic to create a more welcoming and affirming environment for ALL students and their families.</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? |
| <p>Expanded opportunities for students and families to visit and be welcomed into Emmet Belknap Intermediate School</p> | <p>Expansion of student and parent tour opportunities in August 2021 (as allowed under health guidelines) to include all incoming 5th grade students and any new or returning full-remote 6th grade students.</p> <p>A parent orientation will be held in-person (as allowed under health guidance) with a virtual option to maximize attendance.</p> <p>Establishment of outreach activities/events for school staff to meet with families in different settings, off-site from school in the community. A priority will be placed on continuously building relationships with families.</p> | <p>A feedback survey will be provided to parents and students who attend all parts of orientation week activities.</p> <p>Parent/student attendance at school events.</p> <p>Additional scheduled opportunities to update the school community on successes, events and feedback.</p> | <p>Administrators, counselors, staff volunteers will coordinate.</p> <p>Invitations to relevant community partners and organizations.</p> <p>Funds will be needed for light refreshments for families.</p> <p>Potential child care for parents in need in order to attend scheduled events.</p> |
| <p>Creation of an expanded “Lions Den”</p> | <p>Establishment of a larger, more inviting classroom space (Room 101) for designation as a “Lions Den”.</p> | <p>There will be a measured decrease in student disciplinary referrals.</p> <p>When surveyed, an increased number of students will report</p> | <p>Room space, paint, furnishings.</p> |

Commitment 1

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| | | that they “try to work out their disagreements with other students by talking to them.” | Existing Teaching Assistant to work with students. |
| Replacement of building interior signage. | Each classroom and space will be clearly and consistently labeled with room number and staff member or program name. Additional building map signage will be posted. | When surveyed, students, parents and teachers will report that the building is clean, pleasant and an inviting work/educational environment. | Design, purchase and installation of signage. |
| Yoga 4 Classrooms | Students and staff will be introduced to mindfulness, self-regulation and breathing techniques using Yoga practices. | When surveyed, an increased number of students will report that they “stop and think before doing anything when they get angry.” Determine perceptions of teachers and students | A staff member has already been trained to turn-key the program. Time will be provided to train interested staff. Strategies will also be shared with all students via class meetings. |

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> |
|-----------------------|--|---|
| Student Survey | Students at this school stop and think before doing anything when they get angry. | 50% (>11% increase from '21) |
| | Students at this school try to work out their disagreements with other students by talking to them. | 66% (>10% increase from '21) |
| | At this school, students talk about the importance of understanding their own feelings and the feelings of others. | 69% (>10% increase from '21) |
| Staff Survey | This school places a priority on teaching students strategies to manage their stress levels. | 70% (>10% increase from '21) |
| | The school effectively handles student discipline and behavior problems. | 50% (>20% increase from '21) |
| | The school looks clean and pleasant | 85% (>10% increase from '21) |
| Family Survey | Staff at this school care about what families think. | 81% (>10% increase from '21) |
| | This school sees me as a partner in my child’s education. | 79% (>10% increase from '21) |
| | This school encourages me to be an active partner in educating my child. | 86% (>10% increase from '21) |

Commitment 1

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 2021-22 school year.

Parents will express via orientation feedback and feedback taken from events throughout the year that both they and their children feel comfortable and welcomed at Emmet Belknap Intermediate School.

Student survey questions will be specifically designed to address this area.

There will be quantifiable progress (at least a 10% increase) in meeting the survey goals previously stated.

COMMITMENT 2

Our Commitment

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| <p>What is one commitment we will promote for 2021-22?</p> | <p>We commit to developing rigorous, meaningful, and purposeful learning experiences that students value and find inclusive of all backgrounds, cultures, and perspectives.</p> |
| <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the school's vision?</i> ● <i>Why did this emerge as something to commit to?</i> ● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the school's long-term plans?</i> | <p>When interviewed, one student suggested that "We need to know more about all cultures."</p> <p>When asked about their "best days at school" several students mentioned field days, outside days, end-of-the-year activities, and other outdoor celebrations as being their best day at school. One student suggested doing something on holidays or more spirit days. Another suggested that once a month, there is some type of "fun" day scheduled.</p> <p>When interviewed, a student suggested that "we have more challenging work rather than having a lot of work (quality vs. quantity)." Another student stated that they "would like to go to the STEM lab and see more Science courses offered."</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? |
| Establishment of a parent, staff and student stakeholder team. | <p>The purpose of an expanded School Improvement stakeholder team will be to improve cultural awareness within the school community. The group will explore diverse perspectives representative of the school community through outreach. The team will bring ideas and recommendations to the school representative of diverse stakeholders.</p> <p>Updates from this team will be brought to the staff and school community on at least a monthly basis in staff meetings, PTA meetings and other meetings.</p> | <p>Team will have a standing place on the monthly staff meeting agenda and PTA meeting agenda with periodic updates for families via weekly newsletter and/or forums.</p> <p>Team will propose assemblies, themes and activities to the school community.</p> <p>When interviewed, students will state that they have been provided frequent and consistent opportunities to learn and discuss more about other cultures.</p> | <p>The team will be composed of staff, students and interested parents/community members that are representative of the diversity of our learning community.</p> <p>Team will develop monthly staff meeting activities/focus areas to share with staff. Additional messages/activities can be shared with the school community.</p> <p>Time, space, resources to plan activities that apply to the school community.</p> |
| Creation of an Activities and Themes Calendar | An annual “Activities and Themes” calendar will be created together with staff, PTA and Student Leaders. Additionally, monthly character traits and cultural awareness items | Calendar will be reviewed monthly by Student Leaders, PTA and staff. Discussions with each group will be centered | Planning time for team members in each meeting (staff, PTA, Student Leaders). Resources as |

Commitment 2

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| | of significance will be included. This calendar will serve as the beginning of the planning for the inclusion of additional themes and celebrations of culture and heritage. | around what has taken place in the previous month, celebrations of success and suggestions/plans for future months. | needed to fund potential guest speakers/assemblies, etc. |
| Creation of STEM HUB and STEM Lab | <p>The STEM Hub (Room 114) will be completed and open as a collaboration space for technology integration across the content areas. This space will serve as a collaboration area for students, teachers and the TOSA for Technology Integration.</p> <p>The STEM Lab (Room B20/B30) will be redesigned and reopened as a new space for science classes to work with a new STEM teacher to best facilitate hands-on application of the science and math curricula and STEM principles.</p> | <p>Regular use of both spaces and full scheduling of TOSA for Technology Integration and STEM teacher.</p> <p>Inclusion of new cross-curricular STEM/STEAM based activities in all content area curricula.</p> | <p>Furnishings and equipment for rooms B20/30 and 114.</p> <p>Staffing (STEM Teacher and TOSA)</p> <p>Master Schedule logistics to allow for all STEM/STEAM/LMC resources to be utilized by all classes on a consistent basis.</p> <p>WOZ Ed kits.</p> |
| Student Recognitions | Review (student-led) current and additional ways to regularly recognize and reward students for positive reasons. | Multiple modes for regular student recognition will be established. | Student Leaders, Teachers, Counselors, Administrative Team. |
| Instructional Coaching and Data Analysis | <p>TOSAs for Math and ELA will meet regularly with teachers in each content area to model lessons and support teaching and learning.</p> <p>Teachers will adjust instruction and reteach based on student performance.</p> <p>Woz Ed will provide coaching to new staff.</p> | <p>Student outcomes will be measured by quarterly benchmark data analysis (DAP).</p> <p>FOCUS walkthroughs will be conducted with emphasis on Teaching and Learning.</p> | <p>TOSAs</p> <p>Woz Ed personnel</p> |

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> |
|-----------------------|--|---|
| Student Survey | Adults working at this school reward students for positive behavior. | 89% (>10% from 79% '21) |
| | At this school, students have lots of chances to help decide things like class activities and rules. | 77% (>10% from 67% '21) |
| | I regularly participate in extracurricular activities offered through this school. | 67% (>10% from 57% '21) |
| Staff Survey | This school provides instructional materials that reflect students’ cultural background, ethnicity and identity. | 73% (>10% increase from '21) |
| | At this school, students are given the opportunity to take part in decision making. | 55% (>10% increase from '21) |
| | Staff at this school have many informal opportunities to influence what happens within the school. | 65% (> 10% increase from '21) |
| Family Survey | This school provides instructional materials that reflect the students’ cultural background, ethnicity and identity. | 78% (> 10% increase from '21) |
| | When my child does something good at school, I usually hear about it from the school. | 50% (>10% increase from '21) |
| | This school has quality programs for my child’s talents, gifts or special needs. | 55% (>10% increase from '21) |

Commitment 2

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 2021-22 school year.

At the end of 2021-22, a yearlong calendar with activities and themes will be in place. This calendar can easily be reviewed and revised in advance of each successive school year.

Each core subject area will be able to highlight multiple cross-curricular projects/collaborations utilizing the STEM Hub and Technology Integrator.

The STEM Lab will be regularly utilized and the new STEM teacher will spend regular time working with all Math/Science teachers to assist in the instruction of Math and Science.

There will be clear evidence of regular student recognition for both academic and non-academic areas.

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

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

| | |
|--|--|
| Evidence-Based Intervention Strategy Identified | Instructional Coaching |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | Teachers on Special Assignment and WozEd coach will regularly work with teachers to model, co-teach and debrief to support teachers and ensure that a consistent, aligned curriculum is delivered to all students. |

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

| | |
|--|--|
| Evidence-Based Intervention Strategy Identified | |
| We envision that this Evidence-Based Intervention will support the following commitment(s) as follows | |

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

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

Evidence-Based Intervention

**include a description of the research
methodology**

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 |
|---------------------|-------------------------------------|
| Paul Kowalski | Principal |
| Shawn Murray | Assistant Principal |
| Julie Schiavone | Assistant Principal |
| Holly Edwards | Parent |
| Olivia Wasiluk | Parent |
| Samuel White | Parent |
| Lynn Simonian | Gr. 6 Special Education Teacher |
| Kelley Edmunds | Gr. 5 ELA/Special Education Teacher |
| Raymond Gueli | Gr. 5 Math/Science Teacher |
| Jennifer Govenettio | Gr. 6 ELA/Social Studies Teacher |
| Michael Finnerty | Gr. 6 Math/Science Teacher |
| Sara Qureshi | District Data Coordinator |
| Kirsten Burke Smith | TOSA for English Language Arts |
| Lisa Stastyshyn | TOSA for Technology Integration |
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Our Team's Process

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Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

| Meeting Date | Interviewing Students | Completing the Equity Self-Reflection for Identified Schools | Reviewing Multiple Sources of Data and Feedback | Clarifying Priorities and Considering How They Connect to School Values | Writing the Plan | Completing the "Leveraging Resources" document |
|--------------|-----------------------|--|---|---|------------------|--|
| 5/14/21 | | | X | | | |
| 5/25/21 | | X | | | | |
| 6/2/21 | | X | X | | | |
| 6/9/21 | | | | | | |
| 6/17/21 | X | | | | | |
| 6/24/21 | | | X | X | | |
| 7/21/21 | | | | X | X | |
| 7/29/21 | | | | X | X | X |
| 8/2/21 | | | | X | X | X |

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

Students provided individual examples of school needs from the view of a student. In some cases, these are aligned directly with needs identified by other stakeholders in the Equity Self-Reflection. In such cases, these needs were prioritized in the development of both Commitment statements and the strategies used to meet the Commitments. While not required at the Elementary level in 2020-21, the inclusion of student perspectives in this process was identified by our previous team as a desired priority for the 2021-22 SCEP development. The interviews provided important perspectives that would not have been available for consideration by our team and underscored the reasoning that our team had for their inclusion this year.

Equity Self-Reflection

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

The equity self-reflection identified both progress and opportunities for growth at Emmet Belknap Intermediate School. It was acknowledged that “progress was growing” and that “new efforts have been made in areas such as “fostering close relationships with students and families” but that additional steps were recommended. Respondents indicated that opportunity for growth existed in “providing a welcoming and affirming learning environment for all” and in “providing opportunities for rigorous, meaningful and purposeful learning experiences that students value and find inclusive of all backgrounds, cultures and perspectives.” These areas were chosen as areas of focus for our Commitment statements. Efforts will be focused on providing additional opportunities with greater input from the total school community in these areas.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. 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. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. 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, 2021.

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 2021-22 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 2021-22 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 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.