School Comprehensive Education Plan
2022-23

District	School Name	Grades Served
LaFayette Central Schools	LaFayette Jr./Sr. High School	7-12

Collaboratively Developed By:

The LaFayette Jr./Sr. High School SCEP Development Team

Maria Edwards, Kelly Drapikowski, Kristeen Cool, Sean Zehner, Jennifer Gates, Shawna Booth, Anne Courtwright, James McKenna, and Jason Ryan

And in partnership with the staff, students, and families of LaFayette Jr./Sr. High 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

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 the 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 2022-23 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.

Strategies

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 Team

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

- 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

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	The LaFayette Jr. Sr. High School is committed to implementing equitable grading and assessment practices that are accurate, bias-resistant and motivate students to achieve academic success.

Why are we making this commitment?
 	
Things to potentially take into consideration when crafting this response:
  • *How does this commitment fit into the school's vision?*
  • *Why did this emerge as something to commit to?*
  • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  • *What makes this the right commitment to pursue?*
  • *How does this fit into other commitments and the school's long-term plans?*
	• Inconsistency in grading has been a building concern
	• During the student interviews, assessment and grading was cited as being inconsistent.
	• The district believes in a growth mindset, however some of our current grading/assessment practices are in conflict with this belief.
	• Grading should be a reflection of a student's academic performance. The calculations used should be transparent, easy to understand, and correctly describe a student's current level of understanding.
	• A viable grading/assessment system should motivate students, support a growth mindset, and give opportunities for redemption of lost or missing knowledge.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
PLC focused on grading practices	Throughout the 21-22 School year, every Monday one hour of time was dedicated to having teachers come together in Professional Learning Communities to discuss specifics about grading. These topics included but were not limited to: Building policy around Late work, building policy around minimum grading / Grading scale, building policy assessment of learning (homework, retakes and assignments), Building policy on standard based gradebooks, building policy on goal setting for students, Building rubric on "habits of scholarship"	As a PLC, teams were expected to gather data around the effectiveness of the various strategies and interventions that were implemented around grading procedures. At the half year mark, groups provided data regarding the progress and effectiveness of the interventions they had been implementing. This data will be used to help guide the summer work (summer of 2022) of creating a building-wide policy around grading	PLC teacher facilitators, Professional development for facilitators, PLC schedule/ communication to parents, rubrics, student data (current grades, marking period grades, final average from 21-22), and classroom meeting locations.
Summer Grading Committee	During the summer, we will hold a committee meeting comprised of both our Professional Learning Committee	Success of this step will be indicated through the successful creation of a	PLC teacher facilitators, School Improvement Team, 21-22 PLC data

	Facilitators (PLCF) and our School Improvement Team (SIT). During this meeting the group will review the previously collected data to make determinations regarding best practices around grading. These best practices will then be compiled into a document known as the "LaFayette Grading Handbook." This group will use both quantitative and qualitative data that was collected during the 21-22 school year. This data came from our Professional Learning Committee (PLC) focus on grading.	collaborative document that outlines the buildings expectations/ best practices in relevance to assessing our students' knowledge of a given topic. The creation of the grading policy will signify that this stage of the plan has been successfully completed.	quantitative), 21-22 PLC data (qualitative), Teacher feedback, general handbook outline, list of grading topics, poster paper, procedures of data discussion, office space, common meeting time.
Present Grading Policies	Once the new grading policy has been completed. Administration and committee members will collaboratively present the new policy to the staff. Potential areas of concern will be identified and addressed. Key changes will and expectations will be identified.	Through out the year, administration will be reviewing individual teacher grading policies to ensure they comply with the expectations set forth in the "LaFayette Grading Handbook." While the "best practices" will not be required, administration will have individual conversations with those teachers choosing not to implement the suggested strategies.	PLC teacher facilitators, School Improvement Team, 21-22 PLC data quantitative), 21-22 PLC data (qualitative), presentation venue, interactive activities, teacher feedback form, copies of the policy (digital and hard copy)
Provide Time to Adjust Grading Procedures	Following the presentation of the new policy, teacher will need to be given time to adjust their current grading practices. At the beginning of the 22-23 school year, teachers will need to turn in a course	At each six week marking period, administration will review student data to assess the effectiveness of the teachers grading	Professional development time, grading Handbook, current teacher grading structure, creation of a

		practices in relevance to student achievement.	share document to house individual grading procedures, course syllabus for each course
	syllabus for each course they teach. These documents will be reviewed by administration. Additionally, a collaborative document will be created to serve as a centralized location of all teachers grading procedures.		
Meet with Teachers	Throughout the year, administration will be meeting with teachers to discuss their current grading practices and the reason/rationale for its implementation.	During these meetings probing questions will be asked to stimulate thought and get a better understanding of the grading process for each teacher. The intent is to challenge teachers' current thinking around the true meaning of the grading process. Following these meetings, administration will continue to have open dialogue with the teachers and review the teachers grading procedures using Schooltool. As a result of these steps, we will see a more consistent and uniform grading classroom grading procedure that better reflects the students' understanding of the content.	Data regarding teachers current grading practices, Schooltool access, teacher professional development around grading, meeting calendar, follow-up meeting calendar and office meeting location
Student Role out	Teachers will review their grading procedures with students at the beginning of the school year.	At each six week marking period, administration will review student data to	Course syllabus for each subject/course,

	Additionally, a written outline will be provided to each student within the first week of instruction. When implementing grading rubrics for assignments, teachers will review the expectation of the rubrics prior to their implementation	assess the effectiveness of the teachers grading practices in relevance to student achievement As a result of this strategy, we will see improvement in the students' academic performance. Course syllabus will provide documentation of communication and grading rubrics will be made available to administration upon request. Student conversations at the middle and end of the school year will provide insight into their understanding of the various grading procedures being implemented.	grading rubrics, grading outline.
Community Rollout	An important step to the implementation of the "LaFayette Grading Handbook" is making it accessible to our families. Additionally, resources will be provided outlining the information that can be found in the policy, how to interpret the policy and what the policy means for their child.	As a result of this strategy, we hope to see a positive increase in desired response to our family survey questions listed below. Additionally, we hope to see a positive impact on student performance resulting from the increased collaboration with the families. As a district, we will survey our community at the half year	Facebook account, website, videos, mass automated communication system, Grading Handbook, supporting resources such as outlines.

		mark and at the end of the year.	
Mid-Year Review	In January, we will reconvene the original group of stakeholders that created the "LaFayette Grading Handbook" to review the overall impact on assessment and instruction.	During this review, we will examine the impact of our "Grading Handbook" in regards to assessment student achievement. The group will review data from student, staff and community surveys. Additionally, committee members will look at the over academic performance of our students and compare this data to past years. Suggestions for amendments will be considered.	PLC teacher facilitators, School Improvement Team, 22-23 grading data (quantitative), 21-22 grading data (quantitative), 20-21 grading data (quantitative),student/ teacher/ family feedback (qualitative), , Procedures of data discussion, Office space, Common meeting time
End of the Year Review	In June, we will gather a group of stakeholders to review the yearlong impact the "LaFayette Grading Handbook" had on the assessment of students as well as their overall levels of achievement. This group will be a mixture of original group members and other that have expressed an interest in the process.	During this culminating review, we will examine the impact of our "Grading Handbook" in regards to assessment student achievement and the overall success of our students. The group will review data from student, staff and community surveys. Additionally, committee members will look at the over academic performance of our students and compare this	PLC teacher facilitators, School Improvement Team, 22-23 grading data (quantitative), 21-22 grading data (quantitative), 20-21 grading data (quantitative), student/ teacher/ family feedback (qualitative), Procedures of data discussion, Office space, Common meeting time

		data to past years. Changes to the handbook will be made to reflect the needs of the building and the students we serve.	

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey	I have a complete understanding of how my grade within each class is determined and I know how to improve my grade. My teachers grade me based on my understanding of their subject.	70% of students will agree or strongly agree with the attached statements.
Staff Survey	My grades accurately measure my students' mastery of standards.	70% of staff will agree or strongly agree with the attached statement.
Family Survey	I have a complete understanding of the grading procedures that are implemented at the Jr./Sr. High School. I know where my child currently stands and what they can do to improve their overall grade in each course.	60% of families will agree or strongly agree with the attached statement.

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

21-22 Goal: At the end of the school year, we strive to have sufficient student data on a variety of different grading practices and procedures as previously outlined. The implementation of intervention and data collection will occur through the PLC process. At the conclusion of the 21-22 school year, administration and teachers will meet to discuss the data and determine which interventions showed success with the ultimate goal of turning these interventions into policy. These policies will be compiled in a building-wide grading policy that each teacher will be expected to follow at the start of the 22-23 school year.

22-23 Goal: After completing the "LaFayette Grading Handbook" during the summer of 2022, we will take the reminder of the school year to assess the success of the newly developed policies and procedures. Stakeholders will use quantitative data (PLC data from 21-22, student grades from: 20-21, 21-22, and 22-23) and qualitative data (teacher feedback, student feedback and family surveys) to continually assess the impact of the newly formed polices on the overall success of our students. Adjustments will be made in accordance to the previously laid out action steps.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	The LaFayette Jr./Sr. High School will promote the implementation of instructional practices and delivery that is relevant and relatable. A focus will be placed on the connections between subjects as well as their relevance to "real-world" application.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* • *How does this commitment fit into the school's vision?* • *Why did this emerge as something to commit to?* • *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* • *What makes this the right commitment to pursue?* • *How does this fit into other commitments and the school's long-term plans?*	• During our student survey, this was an area of concern. Students failed to make the connection between what was being taught in the classroom and its practical application in a real-world setting. • Student motivation is a key component to academic success. In order to motivate a student to learn, they need to see the usefulness and connection to their daily life and/or overall success. • The district's mission statement states that we are creating productive members of society. For this to occur, students must understand the connection between classroom instruction and the demands of society.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Principal Cabinet	The principal will create a student cabinet with the purpose of promoting student voice and choice. The purpose will be to have students identify areas needing improvement and walk them through the democratic process of evoking positive change within their community. Students will implement the skills learned within the classroom to facilitate changes within their learning environment. Students will be tasked with making a claim, supporting their claim with data, soliciting student interest around their ideas, drafting procedural changes and implementing steps to facilitate the change within the school setting.	The points to determine success will be subjective based on the students' focus and interest level. Our hope is that by the midyear point, the group has identified one or two focus areas and begun to collect data to support their efforts. Evidence of success will include but are not limited to: action plans, data collection, policy reviews, proposed policy amendments, student survey results, and possible district policy revisions.	Meeting location, students' members, meeting schedule, student data, student surveys, and group mission/vision
Connection Statements	Teachers will be tasked with writing a connection statement for each unit. A connection statement is a brief description that connects the day's learning to its	At the half year point, we will survey our students and ask the question "Do you feel the things you learn in	Money for professional development, guidelines for implementation.

	importance to real-world practical application. The overarching purpose of the statement is to help the student understand the connection between their learning and real-word application.	class will be needed to be successful later in life"? During our initial survey of students, the results showed that our students struggled to find the classroom content relevant and relatable.	
Career or Interest Survey for Students	Do it and distribute to teachers		
Career Fair	Hold a career fair at the Jr./Sr. High School which highlights the possible career opportunities for students. Presenters would discuss their real-world experiences and highlight the educational demands of their field. Our target group will be grades 7 and 8.	After the career fair is held, we will survey the students regarding the program's impact. Attendance will be a key factor in the success of the program.	Establish a career fair coordinator, reach out to presenters, create a schedule for the event, establish location(s) within the school, establish a target group of students. Money will be needed for food and gift bags for the presenters.
Internships/Job Shadowing	Create opportunities for students to participate in internships/Job Shadowing while attending the Jr./Sr. High School. Our target group will be grades 11 and 12.	Currently, we do not have any student taking part in an internship program and attending the Jr/Sr. high school. By mid-year, we would like to see 3 to 5 students enrolled in an internship/Job Shadowing program for credit at the Jr./Sr. high school.	Establish a list of students with room in their schedule, establish a coordinator, explore options for awarding credit, create student interest surveys, reach out to business for potential internships, create transportation schedule.

End-of-the-Year Desired Outcomes

Schools 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 *(e.g. % agree or strongly agree)*
Student Survey	I feel the things I learn in class are relevant and relatable to my daily life and future success My teachers connect their content to the real-world on a regular basis (connection statement)	65% of students will agree or strongly agree with the attached statements.
Staff Survey	I feel that my students understand the importance of my content and how it relates to their success outside of school	65% of staff will agree or strongly agree with the attached statements.
Family Survey	I feel the school does a good job relating content and curriculum to the real-world skills needed to be successful after high school	65% of families will agree or strongly agree with the attached statements.

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2022-23 school year.

By the end of the 22-23 school year, we will strive to make meaningful connections between what is taught in the classroom and its relevant application within a real-world setting. We hope to create opportunities for students to apply their learning through internships within their areas of interest. We feel that by helping to make these connections, students will better relate to the importance of what is being taught within the classroom.   This connection between real-world application and classroom content will result in an overall increase in academic success. Additionally, we hope to see an increase in the number of students taking part in an internship program.

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	PLC
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Commitment 1 and Commitment 2. By working in PLC groups, teachers will be provided with the professional development and support to deploy equitable grading practices and make real-world connections to their curriculum.

☐ 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 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
Maria Edwards	Teacher
Kelly Drapikowski	School Psychologist
Kristeen Cool	Counselor
Sean Zehner	Parent
Shawna Booth	Native American Liaison
Jennifer Gates	Parent
James McKenna	Assistant Principal
Jason Ryan	Principal
Anne Courtwright	Teacher

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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
Example: 4/6/21			*x*	*x*		
5/31/2022		X	X	X		
6/7/2022	X		X	X	X	
6/13/2022			X	X	X	
6/20/22					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

The interview process gave the team an understanding of the students' perspective. It helped to outline the general thoughts and ideas of the student body which were used in the development of the plan. The specifics of the plan were either generated or reinforced by the interview process. Ultimately, these interviews helped to guide the team in a direction that we felt would echoed the students voice and will help to create student ownership during the implementation process. It was evident through this process that we needed to improve our transparency with grading and establish common expectation to help alleviate misunderstandings among our students.

Equity Self-Reflection

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

The self-reflection process helped the team to establish the items we felt were most important. Combined with the student interviews, the reflection helped to establish our priorities and non-negotiables. It helped us to establish strengths and address areas in need of improvement. The reflection acted as a guiding document to establish priorities along with opportunities for growth within each criterion. We had much discussion around the inclusive curriculum and assessment portion of this reflection. This led the group to feeling that we need to find ways to activate connections to student experiences, integrate current events into daily instruction and include student as co-designers of the curriculum. It was for these reasons, we created our second commitment within this plan.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **CSI Schools:** 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 August 1, 2022.
   b. **TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2022-23 school year.
   c. **All Schools:** Ensure that the local Board of Education has 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 make adjustments 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.