



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
LaFayette CSD	Onondaga Nation School	Prk- 8th

### Collaboratively Developed By:

**The Onondaga Nation School SCEP Development Team**

Ed Shenandoah

Simone Gonyea

Denise Waterman

Joanne Powless

Lacey Cook

Sherri Hopper

[Ashley Bennett](#)

Sharon Cook

*And in partnership with the staff, students, and families of Onondaga Nation School*

SCEP Cover Page



## 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 then 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 I

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We' dwadadya' dagenha' - We all help ourselves. We commit to developing and creating a collective narrative around indigenous sovereignty identifying various assets of seeds rooted in historical knowledge, cultural base, Haudenosaunee practices of learning and being.</p>
<p><b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• How does this commitment fit into the school's vision?</li> <li>• Why did this emerge as something to commit to?</li> <li>• In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li> <li>• What makes this the right commitment to pursue?</li> <li>• How does this fit into other commitments and the school's long-term plans?</li> </ul>	<p>The Onondaga Nation School Philosophy states:</p>  <p><i>The Creator inspired my birth.</i></p> <p><i>Your thirst for the truth about yourself and Mother Earth will be within your reach when your spirit and mine are congruent.</i></p> <p><i>My truth will give you the strength and courage to exist in all cultures but it will also give you the ability to retain the intrinsic values of our way of life.</i></p> <p><i>Some day some of you will return to me and share with others what you have gained, both within me and in other entities similar to me, in our little brother's culture. The pride that I will generate in you and the way of life that I will give you, will place you high above all your enemies such as greed, envy, jealousy, resentment, self pity, anger, revenge, dishonesty, and egotism.</i></p> <p><i>If I live within you,</i></p> <p><i>You will be like the eagle</i></p> <p>In review of the ONS philosophy, used as a foundational base of any and all collective understanding, the development of any plan of action and strategies listed in this document will be anchored in the ONS philosophy which was developed decades previous by Onondaga leadership commitment to supporting the development of Haudenosaunee children.</p>

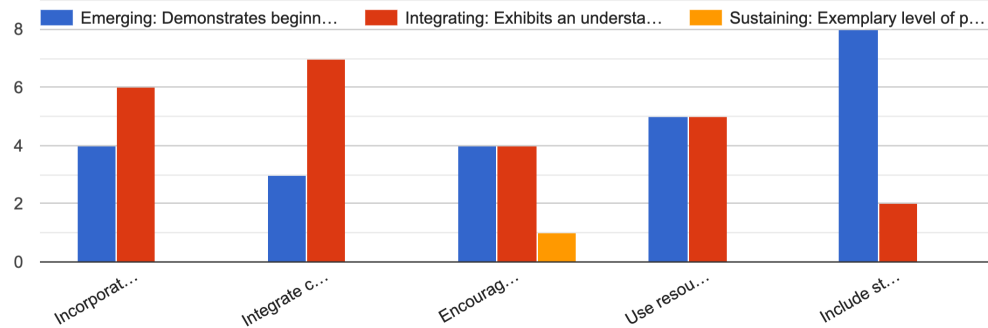
## Commitment 1

In review and evaluation of the Student Interviews, which was conducted with several classes during talking circles with ONS SCEP Staff and faculty members, students indicated:

- 1) request for Haudenosaunee teachings
- 2) more time for freedom and play as shared in every grade level
- 3) request for community support of curriculum

In review and evaluation of the Equity Survey

3) Principle: Inclusive Curriculum and Assessment elevate historically marginalized voices. It includes opportunities to learn about power and p...and decentering dominant ideologies in education.



### Additional Thoughts and Reflection: Principal 3

There aren't built in supports to accomplish this.

The EL curriculum explored some culturally, racially and linguistically diverse perspectives. Sometimes I think we need to very explicitly discuss how current news events or curriculum content differ or align with what we were taught by our parents, our culture or our own belief system.

## Commitment 1

Something we do not do is have students co-design curriculum with us. I wonder what that would look like and how that can be done and still have rigorous instruction and learning.

More voice and opportunity for students to participate in their learning.

In evaluation of the results it is evident that the following issue required additional conversation and support in:

Inclusive Curriculum and Assessment elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one's own scope. It works towards dismantling systems of biases and inequities and decentering dominant ideologies in education.

## 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?
<b>Baseline Survey creation and compilation</b>	<p>Conversation reviewing the previous years question and data collected.</p> <p>Creation of a survey. The Need for a tighter aligned question to the connection to Haudenosaunee teachings. Baseline Questions: 100% of students will provide feedback on the following survey question: "I have an understanding of what Haudenosaunee means and I hear all of my classroom teachers share/teach/inquire in ALL my classes."</p> <p>Compiling data from all students as well as feedback from family membership</p>	Beginning and End survey to be administered. 100% of the students will "Strongly agree, or Agree" with the question designed.	<p>Creation of a survey question (s) and Google Form</p> <p>Calling in to the circle (invitation) for a conversation of varied community membership beyond the Onondaga Nation School</p>
<b>"Gahwa ji ya gehan En yonde hga"</b>	Organization of: Committees designated for planning the Family Nights for every Month and/or Lunar cycle with an emphasis on seasonal	Family participation in each monthly event is monitored through the attendance of each event. Attendance will	Development and organization of a committee committed to the success of family

Commitment 1

<p><b>Family Nights - Gatherings</b></p>	<p>occurrences and historical factors/ knowledge.</p> <p>To ensure a collaborative connection with outside entities (Family Services, Onondaga Nation health Clinic, Onondaga Mental Health Clinic (Gonegoheeyoh), ONS PTS, Girls Scouts, ASISE, Onondaga County Library system, Onondaga Nation Fire Dept. An increase of participation during monthly/Seasonal Family Nights will be evident.</p> <p>Activities to prepare for the family nights will occur during the school day in which students participate in learning that will be showcased during the family nights.</p> <p>To encourage participation and honor events when families gather, the family nights at the Onondaga Nation School will have food provided.</p>	<p>be kept via a “school raffle” with every event and compiled in a Google Doc.</p> <p>Students will participate in a performance and/or share with community members showcased during family night gatherings.</p>	<p>connection facilitated by a faculty leader and/or team. (Faculty Funding Needed)</p> <p>Funding for food, supplies and materials.</p>
<p><b>Geñhsa'geh wahsohwih ne' oyane' gaya'da'</b></p> <p><b>Mural</b></p>	<p>Painting of an exterior Mural: The ONS entry sectioned into 13 areas reflecting the 13 lunar cycles.</p> <p>With the continuation of learning around Lunar Moon and Seasonal occurrences, there will be an opportunity to strengthen the teachings provided by a community member, anchored in their knowledge. Community members will share their wisdom with every grade level with the</p>	<p>Visual representation of art work completed as well as positive student participation in assisting the artist creation/vision.</p> <p>Creation of a video and/or a pictorial progression and interview of a visiting artist completed by the end of the year.</p>	<p>Commissioning 13 Haudenosaunee artists to design/paint and create a collective mural. (Funding of Artist)</p> <p>Paint and supplies to create a mural on the building's exterior wall.</p>



Commitment 1

	<p>support of the Onondaga Language and Culture department.</p> <p>Participation of a variety of community artists who are Haudenosaunee members bringing a varied historical and cultural knowledge (diversity in presenters from the community- seeing a variety of family participants).</p>		<p>Connection facilitated by a faculty leader and/or team. (Funding of a Lead/Team Leader)</p>
<p><b>Akwahí-yä' - Family Parent Connector for every grade level</b></p>	<p>Designation of a Parent/Guardian to Communicate with families at every grade level (room parent). Working directly with ONS Home School Liaison to connect with the family tree communication flow chart. For example, information will be shared about upcoming events.</p> <p>Communication of the value of attendance in school- Being present and on time.</p>	<p>Survey questions will be conducted at the end of every marking period and review by the attendance committee.</p>	<p>Creation of a checklist with numbers that are updated regularly.</p> <p>Connection facilitated by a faculty leader and/or team.</p>
<p><b>Interdisciplinary Academic Galleria (IAG) and "Music tells a Story"</b></p>	<p>Students showcase their knowledge, skills and talents in the Annual ONS Academic Galleria, Projects and presentations encompass a wide range of topics around Haudenosaunee ways of being. Arbiters come from an extended school community area and from a wide range of educational and professional positions to critique and support students.</p> <p>Throughout the year check in points, organizational meetings and planning will occur to facilitate the various</p>	<p>Arbiter Feedback /Survey</p> <p>Rubric completion by Arbiter.</p> <p>Family Feedback / Survey after each event.</p>	<p>Usage of the Academic Galleria committee membership to facilitate the focus of the IAG</p> <p>Haudenosaunee content as well as classroom interdisciplinary support. (Funding of a Lead/Team Leader)</p>

Commitment 1

	<p>responsibilities of gathering student work, scheduling Judges and arbiters, ordering supplies and facilitating a successful event showcasing student work.</p> <p>Opportunity to connect grade level working groups as well as support classroom content.</p>		<p>Funding for materials</p> <p>Communication to community</p>
<p><b>Dusah Sgėń•noń'-pass peace</b></p> <p><b>Elder Leaders spending time in Library reading to and with students</b></p>	<p>Organization with the Onondaga Nation elders department and the Onondaga Nation librarian to establish best times and locations for elders to share and create a schedule.</p> <p>Topics will connect with EL curriculum and Onondaga historical rememberings from an Elders narrative (sharing their stories).</p>	<p>Feedback from Elders and Librarian / Teachers.</p> <p>Monitor how often Elders read to students.</p> <p>Survey students as participants (what was learned- most liked story or event)</p>	<p>Organizational Meetings as well as a designated faculty member to facilitate elders schedule and library schedule. (Funding of Leader)</p>

## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	We believe our teachers know about the significance of haudensaunee ways of being.	90% agree or strongly agree
<b>Staff Survey</b>	We believe community membership feels valued, welcomed and connected to the learning occurring in my classroom and in the school.	90%a agree or strongly agree
<b>Family Survey</b>	We believe that Haudeonsaunee ways of being are clearly supported and emphasized.	90% agree or strongly agree

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.
All Students participate in the Academic Galleria presentation showcasing their knowledge of being Haudeonsaunee.
Community members participate in activities as knowledge sharers throughout the year, family nights, cultural sharings, circle participants.
Increase of student attendance by 10%.

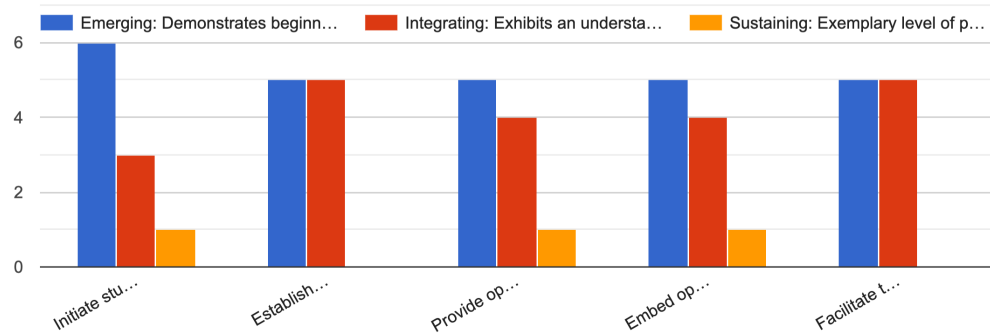
## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We’ dwadadya’ dagenha’ - We all help ourselves. We commit to developing and creating in-depth and thorough communication to the Onondaga Nation Community.</p>
<p><b>Why are we making this commitment?</b> <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 the school’s vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school’s long-term plans?</i></li> </ul>	<p>Source: Onondaga Nation Web page: <i>Schooling in the (Onondaga) nation has had a checkered past. Children were separated from their parents to be ‘civilized’ at the Carlisle School of Indian Children in Pennsylvania or the Thomas Indian School in western New York. Then in 1850, the citizens of Syracuse petitioned New York State to begin a school for the children of the (Onondaga) nation in the 1850s. Since that time, there has been a school on the Nation, the <a href="#">Onondaga Nation School</a>. After the school house was destroyed by fire, in 1940, a brick building was erected and still stands today. In the 1970s, the Nation decided that the school did not serve the community. There were no Onondaga language or culture classes, only Spanish was offered at that time, and the school calendar did not align with our ceremonial cycle. Since that time, the school has offered language and culture classes and works with our leaders to allow students to continue to learn in the longhouse.</i></p> <p>In review of communication from parents via Student/ Family interviews a commitment to understanding the historical connections to education as well as moving to a transparent platform in all areas for student success is necessary. Also we feel we need to address the low positive response rate for the statement “We do not always know what is going on at the school.”</p> <p>In review of the equity self-reflection, there is a trend of just developing in:</p>

## Commitment 2

2) Principle: High Expectations and Rigorous Instruction: Prepare the community for rigor and independent learning. The environment is academi...sitive self-image and empower others to succeed.



In addition faculty shared:

The school does not have high expectations for students and does not support teaching rigorous instruction. Students are not prepared for the next step in their education when they leave ONS.

I think that there can be much more improvement on this section about power and privilege. I find that some of the staff members who are older, tend to think that their age excuses their bad behavior and they take advantage of the fact that they are elders.

EL brought some "rigor" to the classroom and we found out that we needed to explicitly teach many skills that were needed to accomplish the tasks asked of the students in EL.

Now, we need to see if we can mesh science and SS together with EL -teaching the strategies, skills and teaching the critical thinking skills necessary for our students to become independent learners.

## Commitment 2

We do not really have any space where our students can really develop leadership skills outside of the classroom (Clubs, focus-groups, etc.)

Issues of social emotional well-being need to be first considered prior to any course selection.

The evidence is showing the need for an area of work in preparing the community for rigor and independent learning. The environment needs to be academically rigorous and intellectually challenging, while also considering the different ways students learn. Instruction should include opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Also, messages should encourage positive self-image and empower others to succeed. We have decided that these are important and will be our priority as we move into the 2021-2022 school year.

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>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.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Oga’wishóñ’áh-Goodies</b></p> <p><b>Communication / Newsletter distributed to entire Onondaga Community</b></p>	<p>Organization and facilitation of a group of ONS faculty, students and community members creating a publication to inform school and community happenings-organized by the ONS designated newsletter facilitator.</p> <p>Organization and facilitation of distribution of electronic publications, paper based newsletters and any communication methods to keep the community informed.</p>	<p>Review of Monthly newsletter will be checked with an anonymous survey to check: timeliness, communication content and helpfulness of information.</p> <p>Use of SeeSaw to communicate directly to parents.</p>	<p>Time to coordinate</p> <p>Usage of building materials such as paper, computers, internet, copy machine etc.</p> <p>Time and allocation of resources to complete communication tasks.</p>
<p><b>Parent Informational Sessions</b></p>	<p>Organization and coordination with the district Curriculum Coordinator, building Instructional specialist and ONS communication leader to inform parents in a variety of easy to understand pamphlets and in person sessions. These sessions will be provided to strengthen the knowledge and support parents have</p>	<p>Session specific surveys</p> <p>Review of student academic data and attendance data quarterly that ties to the specific content sessions.</p> <p>Review of attendance data for specific sessions</p>	<p>Time to coordinate and provide the sessions</p> <p>Usage of building material such as paper, computers, internet, copy machine etc.</p>

Commitment 2

	<p>for the curriculum that ONS utilizes in order to increase student success.</p> <p>Offerings will include topics such as: Curriculum shifts, classes for Parents in ELA /Math / Science / S.S./ Onondaga Language new proficiency levels.</p>		<p>Connection facilitated by a faculty leader and/or team.</p>
<p><b>Community Circle instruction sessions for parents/ community</b></p>	<p>Development and implementation of instruction timeline for continued faculty training and student training on Restorative Conversations with a Restorative Justice Facilitator.</p> <p>Parent training will include opportunities for learning how community circles work and connect to increasing student success.</p>	<p>Parent/Community Feedback through in person interviews.</p> <p>Review of Behavior data from School Tool will be reviewed quarterly.</p>	<p>Coordination of schedules (community/parent/faculty)</p> <p>Faculty Leaders and/or Team such as the RJC (Restorative Justice Committee)</p>
<p><b>Communication to staff of Academic Shifts</b></p>	<p>Administration in collaboration with district staff will develop and implement a plan to provide support for ELA and Math shifts to teachers and staff.</p> <p>Professional Development will be provided for EL curriculum and the investigation of a Math curriculum will be conducted.</p>	<p>Feedback from Teachers</p> <p>Review of student academic data quarterly.</p> <p>Walk through data compiled by administration and reviewed monthly.</p>	<p>Time to coordinate and have conversations around the curriculum shifts.</p> <p>Faculty and/or Team leader to coordinate. (Funding a Leader)</p>



## 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 <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	My parents know what I am learning and what I am doing.	90% agree or strongly agree
<b>Staff Survey</b>	Communication with parents/ families has increased and/or improved. “The training that I have participated in has improved my teaching of ELA and Math.”	90% agree or strongly agree
<b>Family Survey</b>	I understand what my students are doing and how they are learning.	90% agree or strongly agree

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.
STAR data will be positively impacted 5% by the new EL Curriculum, Parent Academic Sessions and Goal setting by students.
Increase in Student Attendance by 10%.

## Commitment 2

## 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.

### X 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>	<b>Principal Leadership Development</b>
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	We believe the continued support of leadership within the district at the building level has been beneficial and contributing to the success of the students.

## Evidence-Based Intervention

### 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) as follows</b>	

#### Clearinghouse used and corresponding rating

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

### School-Identified

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

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

Evidence-Based Intervention

**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
Edward Shenandoah	Home School Liaison
Simone Gonuea	School Principal
JoAnne Powless	Classroom Teacher
Denise Waterman	RTI Math provider
Sherri Hopper	Onondaga Language Teacher
Sharon Cook	Grandparent
Ashley Bennett	Parent/ PTS President

## 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
9/29/21				X		
10/31/21			X	X		
11/12/21	X		X			
1/5/22				X	X	
4/21/22	X				X	
5/31/22	X					
6/16/22					X	
6/25/22		X				
7/12-14/22					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**

In the student interviews conducted by the ONS SCEP team students shared the following:

- Participation in activities that highlight traditional Onondaga and Haudenosaunee teachings.
- Request for additional traditional Onondaga and Haudenosaunee teachings.

As a result of the above stated issues, the ONS SCEP has included the following strategies to address the students request:

- Participation in various community activities that highlight community knowledge and student participation in Haudenosaunee teachings.
- The strategy outlined in commitment 1, "Gahwa ji ya gehan En yonde hga" Family Nights, will be a thoughtful introduction of our students back into a routine and transition into school routine.

### Equity Self-Reflection

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

As a result of the equity self-reflection we noticed the following areas emerging and the needing further support:

- The evidence is showing the need for an area of work in preparing the community for rigor and independent learning. The environment needs to be academically rigorous and intellectually challenging, while also considering the different ways students learn. Instruction should include opportunities to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes. Also, messages should encourage positive self-image and empower others to succeed. We have decided that these are important and will be our priority as we move into the 2022-2023 school year.
- Inclusive Curriculum and Assessment elevate historically marginalized voices. It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social change. It provides the opportunity to learn about perspectives beyond one's own scope. It works towards dismantling systems of biases and inequities and decentering dominant ideologies in education.

As a result of the above stated issues, the ONS SCEP has included the following strategies to address:



### Learning As A Team

- Parent Informational Sessions- These sessions will be provided to strengthen the knowledge and support parents have for the curriculum that ONS utilizes in order to increase student success. Offerings will include topics such as: Curriculum shifts, classes for Parents in ELA /Math / Science / S.S./ Onondaga Language new proficiency levels.
  - Interdisciplinary Academic Galleria (IAG)- Students showcase their knowledge, skills and talents in the Annual ONS Academic Galleria, Projects and presentations encompass a wide range of topics around Haudenosaunee ways of being and or topic focused. Potential of 2 highlighted events may occur in the 2022-2023 school year with a focus on “Music tell a story” in December 2022.
  - School wide focus on Lunar Moon and Seasonal occurrences through a supported artist creation of a mural, offering opportunity to strengthen the teachings provided by a community member, anchored in their Haudenosaunee knowledge. Community members will share their wisdom with every grade level with the support of the Onondaga Language and Culture department.
-

## 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.