New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan
2023-24

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

Collaboratively Developed By:
The Onondaga Nation School SCEP Development Team Simone Gonyea Edward Shenandoah Verna Jones Jozetta Skye Joanne Powless Elizabeth Gawinski Danielle Smith Alyssa Franklin John Gizzi *And in partnership with the staff, students, and families of the Onondaga Nation School.*

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

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

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

# COMMITMENT 1

Our Commitment

|	
What is one Commitment we will promote for 2023-24?	Eñwatshihsi•yók - It will be a good friendship 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. The Onondaga Nation School Staff and the Onondaga Nation Community will come together to support and improve the social and emotional well-being of its students. Students will be enveloped by both school and community (programs, instruction, interventions, and adults).
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	The Onondaga Nation School Philosophy states: *The Creator inspired my birth.* *Your thirst for the truth about yourself and Mother Earth will be within your reach when your spirit and mine are congruent.* *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.* *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.* *If I live within you,* *You will be like the eagle* 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. In review of the student survey of students in grades second

through seven we found that students learn best when focused on nature and sciences. The foundation of being connected to our earth and the cycles of our natural processes.

I like learning about nature and science more than my own history and the history of others.
10 responses
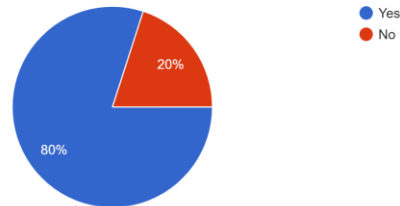
In addition the same students surveyed revealed results strongly connected to wanting more of their Onondaga Language and culture.

I would like to learn, in greater detail, more Onondaga culture and language than I did when I was in my earlier grades.
10 responses
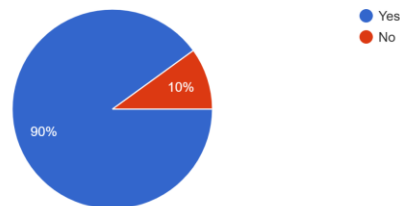
In addition, a student survey conducted in conjunction with the University of Rochester Strong Hospital with the Onondaga Language department produced results uncovering foundational behavioral and cultural connections:

Like-Language, Native teachers, specific subjects, community activities

Ready-Good breakfast, being on time, family routine, clothes ready
Teachers Care- Say hello, greet you, nice to you, give light refreshments, share identity with you
School Better-cleaner and repaired building, more light refreshments options, more cultural activities, Native light refreshments and drink

Focusing Our Commitment 1 on Helping the social emotional needs as connected by our ongoing learning and understanding of Haudenosaunee ways of being is foundational.

In review of our school tool data we have noticed an increase in minor-disruptive and disrespectful behavior due to the lack of connection and community during COVID. The team found that the foundational behaviors of these disruptions can be addressed through strengthening of student identity and school/ community connections.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete at the end of the year)
End-Of-The-Year Goals	BIMAS data The Behavior Intervention Monitoring Assessment System 2 Student Behavioral Referrals in School Tool	Increase of 10% from the BOY benchmark to the end of the year benchmark measured within "Typical" and "Strength" indicators in all 5 BIMAS areas. Self Awareness/Self Management/Social Awareness/Relationship Skills/Responsible Decision Makers Decrease of Minor infractions by 20% outlined as: Decrease from 22 to 17 "Disrespectful towards others" yearly total Decrease from 33 to 26 "Disruptive Behavior / Disorderly" yearly total	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	I have learned more about Onondaga language and culture. I know that my teacher and school cares about me because.	100% respond with YES Responses are specific in actions of care and support.	
Staff Survey	How have you incorporated Onondaga language and culture in your curriculum/lessons?	100% teachers will report in a spreadsheet to administration a recording of Onondaga Language and Culture integration.	
Family Survey	ONS prepares my child as a Haudenosaunee citizen- they know both their language and culture. Do you feel as though you have received enough information about your child's social/emotional well being?	Increase from 30% to 50% that will score a 5 indicating "Yes, My child is on the path." to knowing their language and culture At least 50% will respond with yes(new question)	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing (complete when reviewing mid-year data)

| Mid-Year Benchmark(s) | BIMAS data | Increase of 5% at the mid year measured "Typical" and "Strength" indicators in all 5 BIMAS areas. | |
| | Student Behavioral Referrals in School Tool | Decrease of Minor infractions outlined as: Decrease from 11 to 6 "Disrespectful towards others" Total as of January 30 Decrease from 29 to 9 "Disruptive Behavior / Disorderly" Total as of January 30 | |

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing (*complete six to ten weeks into the school year*)
Student Data	Survey Question about the Lunar moon.	Conversations about their knowledge about Lunar moons.	
Adult/Schoolwide Behaviors and Practices	Google Form submitted by teachers in review of each lunar moon.	Completed training of the lunar moon cycle. Will see teachers talking and collaborating on Lunar Moon activities.	
Student Behaviors and Practices	School Tool Referral	Reduction in student referral behavior.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes,

		Individuals) are necessary to support these strategies?
Ethihsoda ahsoñhekhá gáähgwa•' **Grandmother Moon** **LunarMoon Cycle:**	*Developing a stronger understanding of the lunar moon for staff and students is important to student identity and students' knowledge of themselves and their community. The connection with understanding the Lunar moons will strengthen student identity as a Haudenosaunee citizen. Administration, in collaboration with designated staff, will develop a plan for the following; Presentation of Lunar Moon Cycle: ● Sharing/Teaching of Lunar Moon cycles for 2023-2024 with teachers- collaboratively created with Onondaga Language and Culture teachers during Summer PD 2023 (September 2023) ● Presenting Lunar Moon Cycle and seasons for discussion and conversation at first ONS faculty meeting returning in fall 2023. Creation of Resources: ● Create cards (visual) teachers can display and use within the classroom. ● Creation of audio clip of Lunar moon in Onondaga. ● Creation of a Calendar coinciding with school events etc. ● Creation of an Instructional pacing, guided by Cultural events for the school year. ● Administration creation of a specific checklist of expectations: Name/ Meaning/ Date (vetted by OL/Culture) ● Monitoring of the checklist occurs with lunar submission from teachers- feedback from administration to	Building PLC: large group settings and smaller meeting times for coordination and collaboration. Sensitivity training: What to ask and not ask/Translation/pronunciation. Connection, collaboration and conversation with the community. (CR-S Framework- Culturally Responsive-Sustaining Education- NYSED) PD with facilitator/consultant providing guidance on best practices of integrating the Haudenosaunee Culture (lunar moons and seasons).

	teacher as well as walkthroughs of activities/instruction etc. Compiled in a Google form.	
"Gahwa ji ya gehan En yonde hga" **Family Nights - Gatherings**	Administration, in collaboration with designated staff, will develop a plan for the Family Nights for every Month and/or Lunar cycle with an emphasis on seasonal occurrences and historical factors/ knowledge. Key components that the committee will consider are; ● 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. The committee will invite the outside entities to attend Family Nights. ● Activities to prepare for the family nights will be developed and will occur during the school day in which students participate in learning that will be showcased during the family nights. ● To encourage participation and honor events when families gather, the family nights at the Onondaga Nation School will have light refreshments provided. ● Family participation in each monthly event will be monitored through the attendance of each event. Attendance will be kept via a "school raffle" with every event and compiled in a Google Doc. ● Students will participate in a performance and/or share with community members showcased during family night gatherings.	Development and organization of a committee committed to the success of family connection facilitated by a faculty leader and/or team. (Faculty Funding Needed) Funding for light refreshments, supplies and materials.
Community Circle instruction sessions for	Administration, in collaboration with designated staff, will develop a plan for continued restorative implementation. Key	Coordination of schedules (community/parent/fac

Teachers/ Parents/ Community	components that the committee will consider are; ● Development and implementation of instruction timeline for continued faculty training and student training on Restorative Conversations with a Restorative Justice Facilitator. Coordination with a circle facilitator will occur in September to support classroom teachers implementation throughout the day with students. ● Parent training will include opportunities for learning how community circles work and connect to increasing student success. ● Parent/Community Feedback through in person interviews. ● Behavior data from School Tool will be reviewed monthly by the Restorative Practice Team (RPT) and specific supports and modifications of will be developed and implemented	ulty) Planning meeting occurring in September Faculty Leaders and/or Team such as the RPC (Restorative Practice Committee) ongoing monthly meetings beginning in September. Peaceful Schools/ Restorative Circle training with outside consultants. Connection with a facilitator in August- prior to September.
Social Emotional Cultural Supports for Students/ Teachers and Community	Administration, in collaboration with designated staff will develop and implement a plan for: ● Inviting a list of individuals who have supported the Onondaga Nation School with positive strategies in social emotional regulation and addressing trauma. ● Potential Speakers will be contacted in the summer of 2023. Schedule will include speaking with students and families. ● Connection with speakers and families through evening sessions (with light refreshments) ask questions, participate in learning etc. ● Reviewing Behavior data from School Tool monthly and planning for how the data will be used.	Connection and scheduling of speakers Data compiled and shared monthly with staff and teachers.

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	Deswa•yoñh- "You all come in" The Onondaga Nation School Staff and the Onondaga Nation Community will come together to support and improve the attendance of all students. Students will be enveloped by both school and community (programs, instruction, interventions, protocols, support, and adults).
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	Looking at our attendance data- we have 54% Chronic absenteeism. Our rate of chronic absence is, in part, due to strict COVID-19 protocols established by the Council of the Onondaga Nation. However, we noticed family patterns around the need to support families with absentee issues. A review of our Staff, community surveys and conversations has indicated that there is a need for a caring, loving school community that welcomes students and families into the building so that being present will improve student academic growth and social/emotional well-being. Absenteeism, in general, and specifically chronic absenteeism, have negative effects on academic growth and social/emotional well-being. Our review of the chronic absentee rate demonstrates a strong correlation over time with specific families.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Student Attendance Data	Decrease of chronic absenteeism of students by 8% Decreasing chronic absenteeism from 43% to 35% by the end of the year.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*

Student Survey	"What do you like about school?"	90 % of Students will share that teachers care about them	
Staff Survey	"What have you done to improve student attendance?"	100% of Faculty and staff share creative solutions/ supports/ experiences	
Family Survey	"The School communicates with me on a regular basis about my child's attendance in a variety of ways."	100% of Families share that the school has communicated attendance expectations and supports	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data*)
Mid-Year Benchmark(s)	Student Attendance Data	Decrease of chronic absenteeism of students by 8%	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	School attendance	First prizes for student attendance awarded! *Prizes are donation of time, increased time with designated faculty and staff, Donations from ONS PTS and/or ONE Scholarship.	
Adult/Schoolwide Behaviors and Practices	Heart Notes	Faculty will receive positive incentive notes from students for establishing positive relationships.	

	School Tool student behavior referrals	Reduction of "disruptive" and "disrespectful" behaviors reported using School Tool will be 50% as compared to previous year at this time of year.	
Student Behaviors and Practices			

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Attendance Contract / Commitment completed by every family	Administration, in collaboration with attendance committee, will develop and implement a plan for:
	● Creation and development of a system that will monitor absenteeism ensuring the family is communicated with early and consistently. For instance,
	● Creation of a contract template.
	● Communication with Nation Leadership around this incentive and the need for their support.
	● Development of a plan to communicate with parents throughout the year on topics that include:
	  ○ Define chronic absenteeism
	  ○ Define learning loss to families
	  ○ Define SEL implications of missing school
	  ○ Identify community connectors for each family.
	  ○ Communication to families prior to reaching chronic status- which identifies additional support available for families.
		Will provide time to create a contract template.
		
		Support from Nation Leadership to implement
		
		Home School Liaison role in communicating with community
		
		Attendance Committee will be created in August

Council Membership Support	Administration, in collaboration with attendance committee, will develop and implement a plan for: ● Develop and Implement an established relationship and plan to invite a Council Member to take an active role in activities and happenings at ONS. Each Council member will be attached to a grade level for support and/or participate in an active role of - Teaching , Supporting Lunar moon etc. ● The increased interaction with staff and students with council membership will build and strengthen relationships.	Planning and reaching out to Council membership. Develop the structure for each council member- supported by the Home School Liaison.
Attendance Incentive	Administration, in collaboration with attendance committee, will develop and implement a plan for: ● Creation of a system that will be monitor the incentive for the Welcoming Culture, Teacher challenge, and Student Incentives: ● Develop and Implement a plan on a daily basis to improve a welcoming culture. For example: teachers will be expected to greet everyone that you encounter in the hallway or classrooms. ● Planning an incentive for teachers to incentivize positive interaction with students. For example, challenges of support and recognition- utilizing the challenge list created by Steve Bollar. Students and staff will have an opportunity to write a thank you post-it to anyone in the school community anytime they so choose.	Survey Question- When you meet someone in the morning/ hallway do they say "Skanoh" or "Whatneseeoh" Utilizing a positive interaction and incentivizing positive interaction with students. Creation of an attendance committee meeting in September to create and compile: Raffle incentive list Teacher Challenge Incentive- Creation of attendance collection system

	The post-it notes will be made easily available. ● Planning an incentive for students and families- who earn attendance tickets to go into a raffle to be pulled at the end of every semester. (One big prize as well smaller prizes throughout the year) *Prizes are donation of time, increased time with designated faculty and staff, Donations from ONS PTS and/or ONE Scholarship.	

COMMITMENT 3

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

Our Commitment

What is one Commitment we will promote for 2023-24?	Tsha' Oñdehoñ•nyéñ•nik - The Onondaga Nation School The Onondaga Nation School Staff and the Onondaga Nation Community will come together to support and improve the academic learning and skills of all students. Students will be enveloped by both school and community(remediation and enrichment programs, curriculum based-targeted instruction, formative and summative assessments, and adults).
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	The ONS SCEP team stated we want for our kids both an understanding of who they are as a Haudenosaunee citizen and as a participant as a student in the LaFayette School district. In the survey completed by the community, results indicated a greater emphasis on culture and understanding of Haudenosaunee ways of being over academic achievement. This did not negate the desire for the community to advance the students academic levels; it shows the desire of an emphasis on heritage, lineage and culture. Through this academic commitment we acknowledge the community desire to address both. In review of our academic data we saw an improvement in all areas. However the improvement did not meet proficiency. We also observed a greater increase in English vs Math. We also noted the classrooms with the greatest growth and improvement are classrooms that had high Social emotional connections with their teacher.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	ELA and Math IXL data	*New IXL progress monitoring system will increase by 10% in all grade levels from the initial benchmark testing.	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response *(e.g., % agree or strongly agree)*	What we ended up seeing *(complete once Spring survey results are available)*
Student Survey	My teacher's instruction allows me to utilize my best learning style in instruction and assessment.	Students will complete an amended 2023 survey in September. Students' responses will be shared with their teacher. Teachers will implement student suggestions for learning in their teaching	
Staff Survey	I am informing families about their child's academic levels	Teacher assessments are accurate, consistent supporting student growth and reports home come back with adequate feedback to perpetuate the overall systemic cycle.	
Family Survey	I am informed about my child's academic levels	Families will understand what academic content	

		growth means and will be able to ask questions and provide feedback about their children that will support instruction.	

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

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	IXL	Increase of benchmark growth 5% for each student individual growth within IXL's proficiency levels	

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

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*
Student Data	IXL	First Benchmark test will be completed by the end of September. 100% of students will utilize the IXL performance indicator. (skill ability determined).	

Adult/Schoolwide Behaviors and Practices	IXL	The teacher, staff and students will be introduced to the IXL expectations. Teachers will have planned and practiced the implementation of IXL in their individual classrooms. All students, K to 8, will have completed a **minimum** of four weeks of IXL skill work by the end of October.	
Student Behaviors and Practices	IXL Recognition Board	100% of students will be recognized publicly on the recognition award board for individual growth.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
IXL Implementation every week for 20 minutes for every students	Administration, in collaboration with faculty and staff will develop a plan for implementation for IXL. Key components that they will consider are: ● Teachers and staff will receive PD and support to implement the expected use. ● Plan for how students will be introduced to the new expectation. ● Plan for how the master schedule will be adjusted to meet the expectations. ● Develop a plan for how students in every grade level will be expected to complete a minimum of 20 minutes per week after the initial baseline is established in Reading and Math.	Teacher Training in IXL will occur on the first day of school as well as ongoing Professional Development days.

	● Develop a monitoring plan that reviews student IXL data and plans for supports.	
Parent Informational Sessions focused on Academic Expectations	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 with any questions they may have around 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. The Parent information will be constant and utilize the following events: September - Open House Family Nights- content specialist Curriculum Night - Teachers Spring Dinner- Information Table Parent/Teacher Meeting- Student facilitator Grade Level Meetings Report Cards / Interim Reports- Teachers Review of student academic data and attendance data quarterly that ties to the specific content sessions. Working towards a student run meeting of their conference.	Beginning in August PD days coordinate and provide the a sessions outline and template (Canva) Usage of building material such as paper, computers, internet, copy machine etc. Connection facilitated by a faculty leader and/or team.
IXL Incentive/ Recognition	Creating an incentive / recognition system that acknowledges the growth of individual students using the IXL platform… Recognition examples can encompass the following possibilities: Broadcast on Parent Square Elder luncheon recognition Mail Certificate Honoring of IXL achievement at Opening/ Closing and/or announced	Report student progress on a communication board- throughout the building encouraging and highlighting student growths two times a month. Creation of a certificate of recognition.

	Creating the opportunity to hold up and honor academic achievements of individual students.	
Learning Walks	Administration, in collaboration with instructional coaches, will develop and implement a plan for Learning Walks. Non-evaluative learning walks utilized by building administration are classroom observations that empower leaders with data to measure progress and identify opportunities for targeted academic support.	Time in classrooms to review Additional conversations in staff meetings and PLC to review what we have learned.

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	Principal Leadership Development
We envision that this Evidence-Based Intervention will support the following Commitment(s)	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.
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	We believe that participation in professional development with teachers and continued guided "walk-throughs" of schools to look at particular practices in classrooms and consider how to evaluate/improve learning and teaching

☐ 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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

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)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
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 "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf.   This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Simone Gonyea	Principal
John Gizzi	Admin. Consultant
Ed Shenandoah	Home School Liaison Parent
Joanne Powless	Teacher
Alyssa Franklin	Teacher
Danielle Smith	Social Worker
Jozetta Skye	Onondaga Leadership Parent
Verna Jones	Parent/ Grandparent

Our Team's Steps

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

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

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

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
4/21	X						
5/9	X	X					
5/19		X	X	X	X		
5/24		X	X				
5/25					X	X	
5/31				X		X	
6/8						X	X
6/9							X
6/10							X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The ONS SCEP team utilized 2 opportunities to compile voices from a small group of students with focused questions to the entire student body utilizing two varied techniques.

The collaboration with the University of Rochester Strong Hospital allowed for an opportunity to collaboratively work with the Onondaga Language Department within their classroom setting with a trusted Onondaga Language teacher. The questions asked:

1) What do you think about our school?
2) What makes you feel ready for school?
3) How do you know that your teacher and school care about you?
4) What could make school better for you?

The answers were compiled in a succinct document and usage as a baseline for an additional specific interview with 20 - 25 students. Four themes emerged, across all grade levels, from students. The four themes are; 1. students like and cherish learning more about their own language and culture, 2. students like and cherish the opportunity to engage in cultural activities, 3. students want and need the support of their families in the learning/school process, 4. students need and want their teachers to love and care for them. The SCEP Team envisioned and planned for academic, social/emotional health, and improved attendance with these four themes in mind. Language and culture will receive greater curriculum integration in all subject areas. Academic growth will be a vehicle for increased family communication and support. Understanding community/cultural processes provided by communication home and community involvement will serve as a foundation for increasing student attendance. This survey was done for all students.

A second set of interview questions that focused on learning style, designed and implemented for 20-25 students was also administered by school administration and mental health personnel.
The major themes that emerged from this set of interview questions are; 1. students prefer internal visualization of content as opposed to visual support, 2. students prefer hands-on learning, 3. students prefer to learn as much as they can about content before they try to use or express their learning, 4. students prefer guided learning from their teacher as opposed to independent exploration.
The SCEP Team will share this information with all teachers at the very beginning of the school year to inform instruction. An amended 23 School Year Student Survey will be administered in September. Teachers will use the data from the survey to inform instruction. A mid-year and end of the year survey will be given to determine whether students' learning needs are being met and are experiencing academic growth.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school.
   b. Monitor implementation closely and adjust as needed.
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.