



School Comprehensive Education Plan 2023-24

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

Collaboratively Developed By:

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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](#)

Guidance for Teams

- [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 I

Our Commitment

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| <p>What is one Commitment we will promote for 2023-24?</p> | <p>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. As a building we will continue to monitor, assess, and evaluate our current grading practices to ensure there are implemented with fidelity and accuracy throughout our entire staff. Monitoring, assessing, evolving policy.</p> |
| <p>Why are we making this Commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this Commitment fit into what we envision for the school?</i> • <i>How does this Commitment relate to what we heard when listening to others?</i> • <i>How does this Commitment connect to what we observed through analysis?</i> | <ul style="list-style-type: none"> • Inconsistency in grading continues to be 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 reflect 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. |

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 <i>(complete at the end of the year)</i> |
|-------------------------------------|--|---|---|
| <p>End-Of-The-Year Goals</p> | <p>We will look at our students’ academic performance data using Schooltool.</p> | <p>We would like to see a positive correlation between the students’ classroom performance in relation to their performance on any summative state assessments. Additionally, we would hope to see a positive rate of change in regards to overall student performance.</p> | |

Commitment 1

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 an 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 an 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 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) | We will look at our students' academic performance data using Schooltool. | We hope to use the ineligibility list to gauge student progress throughout the year. | |

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:

Commitment 1

| Early Progress Milestones | What data will we be reviewing? | What do we hope to see when we review that data? (<i>Identify Quantitative Data or Qualitative Descriptors in this space</i>) | What we ended up seeing (<i>complete six to ten weeks into the school year</i>) |
|--|-------------------------------------|---|---|
| Student Data | Students' grades through Schooltool | Given the emphasis on alternative assessments and study skills, we would hope to see that we have more student passing at each marking period checkpoint than we did the year (marking period) prior. | |
| Adult/Schoolwide Behaviors and Practices | Qualitative survey feedback | We hope to see that teachers are implementing new ways to assess student understanding. Additionally, we hope that teachers report that they are finding the retake process beneficial and not overwhelming. | |
| Student Behaviors and Practices | Students' grades through Schooltool | We hope to see students be more accountable to the expectations set forth. We hope to see students use the retake process as a learning experience and not use it as an excuse for not studying on their first attempt. | |

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 Progress Monitoring System | We will be implementing a new progress monitoring system. This system will place an emphasis on progress monitoring as well as quarterly screening data to determine appropriate placement within our tier intervention pyramid. Additionally, we will establish a monitoring system that acknowledges student achievement and growth. | <ul style="list-style-type: none"> - IXL program - PD training - Progress monitoring schedule - Weekly implementation schedule by department - Acknowledgement system |
| Changes to Master Schedule | Establish a committee that reviews and revises our current master schedule. | <ul style="list-style-type: none"> - Scheduling committee |

Commitment 1

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| | Currently, our activity period is optional for students. We would like to incorporate a mandatory period within the student's day for extra help, makeup work and retakes. | <ul style="list-style-type: none"> - Current master schedule - Examples from other districts - Time for scheduling committee to meet - Scheduling supports to facilitate new schedule |
| Celebrate High Student Achievement | We would like to establish events that celebrate those students who go above and beyond by achieving at a high academic level. These events would acknowledge our students academic accomplishments in a public manner | <ul style="list-style-type: none"> - Academic committee - Academic awards - Establish calendar events - Incentive for academic achievements |
| Survey Staff about current grading policy | We would like to survey staff about their current grading practices in relation to the guidelines set forth in our Jr./Sr. High school Grading handbook | <ul style="list-style-type: none"> - Google Survey - Copy of the Grading Handbook |
| Test center policy review | Put together a group of teachers to review the current Test Center Manual. This group would be tasked with reviewing/revising the test center manual which is used for students with testing accommodations | <ul style="list-style-type: none"> - Test center committee (MDT w/ teacher rep.) - Current test center manual - Copies of other districts testing manuals. - Money to support the committee's work and time |
| Review assessment (traditional Test) | We would like to challenge our staff to think about ways to assess our students beyond the traditional methods of quizzes and exams. We want student to be challenged to demonstrate their understanding through multiple different methods | <ul style="list-style-type: none"> - Grading Committee - Professional development for teachers - Inventory of alternative assessment - Money to support PD |

Commitment 1

COMMITMENT 2

Our Commitment

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| <p>What is one Commitment we will promote for 2023-24?</p> | <p>Establish a commitment around student accountability, relationship building and family engagement. We want to build a positive learning environment that encourages students to reach their maximum potential while fostering intrinsic motivation and excellence.</p> |
| <p>Why are we making this Commitment?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • 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? | <ul style="list-style-type: none"> • 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. • We continue to see students not “want to want.” We want student experience the motivation that comes with achieving excellent and challenging themselves to push beyond the status quo. |

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 <i>(complete at the end of the year)</i> |
|------------------------------|---------------------------------|--|---|
| End-Of-The-Year Goals | Student EWIMS data. | 50% of students will have an EWIMS score of 100 or less. | |

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 <i>(e.g., % agree or strongly agree)</i> | What we ended up seeing <i>(complete once Spring survey results are available)</i> |
|-----------------------|---|--|---|
| Student Survey | I have a trusted adult in school. | 70% of students will agree or strongly agree with the attached statements. | |
| Staff Survey | I know at least one fact about each of my students that is not available in Schooltool. | 70% of staff will agree or strongly | |

Commitment 2

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| | | agree with the attached statements. | |
| Family Survey | I have had at least one positive communication with my child's school. | 50% of families will agree or strongly agree with the attached statements. | |

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 EWIMS data. | 50% of students will have an EWIMS score of 50 or less. | |

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 | EWIMS Data | Like to see 75% of students with no failing courses. | |
| Adult/Schoolwide Behaviors and Practices | Parent Square Data | 75% of teachers using Parent Square for positive communication | |
| Student Behaviors and Practices | Attendance Data | 75% of students will not be chronically absent from school. | |

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? |
| Review current Handbook | Assemble a group of stakeholders to review/revise the Jr./Sr. High Family Student handbook. | - Handbook committee |

Commitment 2

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| | | <ul style="list-style-type: none"> - Copy of the family handbook - Money to support the handbook committee coming together during the summer |
| Review comment bank in Schooltool | Put together a group of teachers to review the current comment bank used when completing report cards. The group will be tasked with creating comments that help foster relationships and builds communication with families. | <ul style="list-style-type: none"> - Grading committee - List of current comments - Clerical support to input changes - Money to support the committee's work and time |
| Master Schedule | Establish a committee that reviews and revises our current master schedule. Currently, our activity period is optional for students. We would like to incorporate a mandatory period within the student's day for extra help, makeup work and retakes. | <ul style="list-style-type: none"> - Scheduling committee - Current master schedule - Examples from other districts - Time for scheduling committee to meet - Scheduling supports to facilitate new schedule |
| Student inventory of engagement | As a district we acknowledge that student engagement is critical to academic performance. As a result, we feel that it is important to survey our students regarding their interest in extracurricular clubs and activities. | <ul style="list-style-type: none"> - Staff inventory of interested advisories - Student interests of clubs and activities - Google form - Group to analysis and assess data - Club stipend for activities and clubs - Club fair |

Commitment 2

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| <p>Enrichment night (no open house)</p> | <p>We would like to look at replacing our traditional open house with an enrichment night. This night will be a showcase of student work along with different engaging activities that promote collaboration between our school and community.</p> | <ul style="list-style-type: none"> - Planning committee (enrichment) - Funds for teachers and supplies - Parent communication - Refreshments for the night |
| <p>Attendance committee</p> | <p>We acknowledge that student attendance to school the critical factor to our student's overall success. As a result, we would like to implement a committee that meets at least twice a month to view student attendance and implement interventions accordingly.</p> | <ul style="list-style-type: none"> - Establish a committee - Attendance data - Student data - Funds to implement attendance incentives |
| <p>PBIS</p> | <p>As a part of educating the whole student, we feel that we need to implement a positive behavioral and support system that educates our student on the appropriate ways to behave and interact within the school setting. This system would have a common set of expectations and continually monitor student behaviors to establish trends along with interventions to reinforce appropriate behavior.</p> | <ul style="list-style-type: none"> - Tier 1 team - Behavioral metrics - Behavioral incentive - Monthly meetings - Team leaders |
| <p>Parent Square</p> | <p>Implement a system that allows for easy communication between our school and community. The system would use technology to allow for all teacher/administrator to communicate with families regarding expectations, due dates, and other important upcoming events.</p> | <ul style="list-style-type: none"> - Purchase parent square application - Training for school personnel - Establish expectations around family communication |
| <p>PLC Group</p> | <p>We would like to continue to have a PLC focus around grading expectation specifically in the areas of ELA and Math. Additionally, we would like to add a PLC group around fostering a culture of communication with our families</p> | <ul style="list-style-type: none"> - PLC Groups - Facilitators for PLC groups - Data around parent communication |
| <p>Counseling informational night(s)</p> | <p>Our counseling staff would like to establish a few nights based around family communication. These nights would be</p> | <ul style="list-style-type: none"> - Outside resources - Counseling supports |

Commitment 2

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| | based on student need/interest and would be organized by our counseling staff in an effort to increase family engagement and promote student achievement | <ul style="list-style-type: none">- Communication with families- Refreshments- Establish a calendar of events |
|--|--|---|

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) | 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. |
| How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process? | We feel that as a district we need to increase our communication and establish processes that are both effective and transparent to our students and their families. |

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:

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|---|--|
| 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.

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|---|--|
| 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

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 |
|----------------------------|--|--|-------------------------|---|----------------------------------|---|------------------|
| <i>Example: 4/6/21</i> | | | | x | x | | |
| 5/24/23 | x | x | x | | | | x |
| 5/30/22 | | | | x | x | x | x |
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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

This process helped the team to establish the items we felt were most important. 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. **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.