



# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Greece Central School District	Lakeshore Elementary	3-5

## Collaboratively Developed By:

### The Lakeshore Elementary SCEP Development Team

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*And in partnership with the staff, students, and families of Lakeshore Elementary School.*

## Guidance for Teams

### Template

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

### Commitments

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and 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 will be committed to teach students the process of setting, tracking, and re-evaluating academic and personal goals.</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>How does this commitment fit into the school's vision?</p> <ul style="list-style-type: none"> <li>● The school's vision is: <i>Students and Families associate Lakeshore with positive emotions and memories throughout their lives; and give them the necessary tools to be productive citizens in life who understand the community as a sustainable system.</i> Goal setting is one of the necessary tools to support students in being productive citizens in a sustainable system.</li> </ul> <p>Why did this emerge as something to commit to?</p> <ul style="list-style-type: none"> <li>● Staff felt that we began this work last year, and as per the student interviews, it was beginning to be successful. Staff would like to continue this work in the 2022-2023 school year.</li> </ul> <p>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</p> <ul style="list-style-type: none"> <li>● Equity Self-Reflection:             <ul style="list-style-type: none"> <li>○ Based on responses to: Foster close relationships with students and families, including working with families to gather insights into students' cultures, goals, and learning preferences. Staff felt that goal setting should be prioritized to all students, and incorporate information from families.</li> </ul> </li> <li>● Student Interviews:             <ul style="list-style-type: none"> <li>○ Students were interviewed by school/district staff on their goal setting, and feelings of being academically challenged at Lakeshore. In summary, Students expressed that they had learned during the 2021-22 school year how to set goals and tie those goals to their academics. They saw a direct result in improved performance based on setting their goals and felt accomplishment when</li> </ul> </li> </ul>

## Commitment 1

achieving them. In addition, they expressed a desire to continue learning about/using goal setting to help them in their learning.

- Culturally Responsive-Sustaining Education Framework:
  - Set goals toward future aspirations and collaborate with teachers and families to make plans about achieving them. Work toward accomplishing these goals.
  - Challenge oneself to do more than what feels academically comfortable. Set high goals and continuously revise them to push yourself out of your academic comfort zone.

### What makes this the right commitment to pursue?

Formalized goal setting was used as practice used within pockets within Lakeshore prior to the 21-22 school year. In 21-22, goal-setting started to become a schoolwide practice. Our school is beginning to see the benefits of setting school wide goals, classroom goals, and individualized goals. We would like to continue this practice with a focus also on celebrating when goals are reached.

As a staff, we want the school community to commit to goals that support the growth of the whole child. We want to teach students how to make goals and work with students to support them reaching their goals. We will work to communicate these goals to our families in an effort to include families as partners.

This also will continue to connect with our next steps at Lakeshore with the Leader in Me.

### How does this fit into other commitments and the school's long-term plans?

When students have the ability to set academic and personal goals based on where they are and where they want to be, paired with a structure of progress monitoring, it becomes the foundation of commitments 2 through 4.

## 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>Give an overview of the committees/Action Teams</b></p>	<p>Administration and the Lighthouse Coordinators will create a new Leadership Structure Administration and the Lighthouse Coordinators will create a new presentation to present to staff. Staff will be presented with the overview presentation to give them the overview of each of the committees on 9/6/22.</p>	<p>On September 6, 2022, a presentation will be made to all staff regarding the committees/Action Teams.</p> <p>On September 6, 2022, teachers will select a new action team/committee that they would like to be on.</p> <p>Throughout the course of the year, we will work to ensure that each of the action teams, committees, know their role within the structure.</p>	<p>We will use one part of the Superintendent’s Conference Day. We will utilize our administration and the Lighthouse Coordinators.</p>
<p><b>Recreate new Action Teams</b></p>	<p>On 9/6/22, staff will receive the overview presentation of the committees/action teams.</p>	<p>On September 6, 2022, a presentation will be made to all staff regarding the committees/Action Teams.</p>	<p>We will use one part of the Superintendent’s Conference Day. We will utilize our administration and the Lighthouse Coordinators.</p>

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	Staff will have the opportunity to work together to create new Action Teams/Committees.	<p>On September 6, 2022, teachers will select a new action team/committee that they would like to be on.</p> <p>Throughout the course of the year, we will work to ensure that each of the action teams, committees, know their role within the structure.</p>	
<b>Add time within staff meeting structure for Action Team/committee work</b>	On the PD calendar, for the 2022-2023 school year, there will be time approximately once per month dedicated to our work on action teams/committees.	The PD calendar allows for two staff meetings per month and one PLC per month. One of the staff meetings per month will be allocated for action team/committee work.	This team will meet one Tuesday of every month during the Staff meeting time.
<b>Creating Culture and Climate Committee (LighthouseTeam)</b>	Each of the Action Teams/Committees will have a dedicated coach/leader. The administration, lighthouse coordinators, and coach/leader of each group will collect together to create the	One leader of each of the action team committees will meet with administration and lighthouse coordinators prior to each action team/committee meeting to review goals, agenda, etc.	This team will meet outside of the staff meeting time. As a result, they will voucher for additional pay.
<b>Focused work within all Action Team committee work so that our Academic</b>	Administrators and Lighthouse/Culture and Climate Committee Coordinators will work with Lighthouse Leaders/C&CCLeaders to participate in	Our success will be determined based upon the participation within the On	This team will meet outside of the staff meeting time. As a result, they will voucher for additional pay.

Commitment 1

<p><b>Action Teams/Committees (Goal Setting and Empower Learners) have a more clear direction</b></p>	<p>the On Demand Professional Development Workshops so that our leaders have a clearer focus. We will continue to utilize the rubric. However, based upon the data of the MRA and SCEP data, goals per group have already been identified to also support the focus of the group.</p>	<p>Demand Professional Development Workshops.</p> <p>As well, the success can be gauged upon the rubric and our movement on the 4.0 rubric within the given action teams or committees.</p>	<p>They will utilize the On Demand Professional Development workshops that are included with our subscription to Leader in Me Online.</p>
<p><b>A consistent method of data tracking by school, grade level, classroom</b></p>	<p>The Goal Setting Group along with the support of administration and the Lighthouse/Culture and Climate Committee Coordinators will work together to create a consistent method of data tracking within the school, by grade level, and by classroom for Lead Measures. Lag Measure may be tracked individually.</p>	<p>These data tracking methods should be visual displays that are held either electronically on a SmartBoard for all students to see or within the hallways.</p>	<p>This team will meet one Tuesday of every month during the Staff meeting time.</p> <p>A budget for visual displays may be needed.</p>
<p><b>Students will have a method to document their goals</b></p>	<p>The Empower Learners Group will support staff in creating Leadership Portfolios for the students.</p>	<p>Students should have some method of documenting their goals. Teachers may choose to utilize the format provided by the Empower Learners Group, or other resources.</p>	<p>Students will be provided with a binder, unless the team determines another method similar.</p>
<p><b>Method to celebrate reaching goals</b></p>	<p>The Goal Setting Action Team will determine methods in which staff will celebrate goals being met.</p>	<p>Students and staff should be able to explain how individual goals and school goals will be celebrated when the goals are met.</p>	<p>This may involve some funding to have celebrations.</p>

## Commitment 1

### 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>	<ol style="list-style-type: none"> <li>1. I am involved in setting my personal goals. (Baseline Spring 2022: 76.1% or 267/351 students)</li> <li>2. I can identify the steps I need to reach my personal goals. (Baseline Spring 2022: 76.1% or 267/351 students)</li> <li>3. I set deadlines to help me reach my personal goals. (Baseline Spring 2022: 53.6% or 188/351 students)</li> <li>4. I am involved in setting my own academic goals. (Baseline Spring 2022: 70.7% or 248/351)</li> <li>5. I identify the steps I need to reach my academic goals. (Baseline Spring 2022: 72.7% or 255/351)</li> <li>6. I set deadlines to help me reach my academic goals. (Baseline Spring 2022: 55.8% or 196/351)</li> </ol>	<ol style="list-style-type: none"> <li>1. 90%</li> <li>2. 85%</li> <li>3. 60%</li> <li>4. 95%</li> <li>5. 80%</li> <li>6. 65%</li> </ol>
<b>Staff Survey</b>	<ol style="list-style-type: none"> <li>1. I have a professional goal that motivates me. (Baseline Spring 2022: 68.6% or 24/35)</li> <li>2. My team routinely reports to each other on our progress towards goals. (Baseline Spring 2022: 33.3% or 12/35)</li> </ol>	<ol style="list-style-type: none"> <li>1. 95%</li> <li>2. 90%</li> </ol>
<b>Family Survey</b>	<ol style="list-style-type: none"> <li>1. My child can communicate his or her specific goals. (Baseline Spring 2022: 80.5% or 22/25)</li> <li>2. I am aware of the progress my child is making towards his or her academic/personal goals. (Baseline Spring 2022: 77.7% or 21/25)</li> </ol>	<ol style="list-style-type: none"> <li>1. 85%</li> <li>2. 80%</li> </ol>



Commitment 1

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

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

All students will have one math goal, one IRLA goal, and one personal goal by the end of November.

All students will be tracking one math goal, one IRLA goal, and one personal goal by the end of the 2022-2023 school year.

## COMMITMENT 2

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We will commit to leveraging our welcoming and affirming environment/positive school culture to help all students' maximize academic growth.</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>How does this commitment fit into the school's vision?</p> <ul style="list-style-type: none"> <li>● Our School Mission Component 1 is Physical Well-being:             <ul style="list-style-type: none"> <li>○ Ensure all kids' basic needs are met and teach them how healthy living impacts all areas of their lives.</li> </ul> </li> <li>● Our School Mission Component 2 is Social Emotional Well-being:             <ul style="list-style-type: none"> <li>○ Find authentic ways to acknowledge the positive things our students do. Teach them to identify the language to describe their emotions and build a safe, trusting environment where kids learn to own their circumstances while being empowered to rise above them.</li> </ul> </li> <li>● Our School Mission Component 3 is Academic Well-Being:             <ul style="list-style-type: none"> <li>○ Deliver standards based curriculum that is responsive to students' needs in a manner which is both applicable to real life and engaging.</li> </ul> </li> <li>● Our School Vision is Life Long Impact:             <ul style="list-style-type: none"> <li>○ Students and Families associate Lakeshore with positive emotions and memories throughout their lives; and giving them the necessary tools to be productive citizens in life who understand the community as a sustainable system.</li> </ul> </li> </ul> <p>Why did this emerge as something to commit to?</p> <p>At Lakeshore, the students are welcomed and affirmed. They enjoy being at school. We need to build on these relationships, and leverage these relationships to provide rigorous instruction to the students in order to increase academic growth.</p>

## Commitment 2

In what ways is this commitment influenced by the “How Learning Happens” document?  
The Equity Self-Reflection? Student Interviews?

- “How Learning Happens”
  - When the social, emotional, and cognitive dimensions of learning work together, young people are more likely to achieve academic success and enhance life skills such as teamwork and empathy, which help them thrive inside and outside of the classroom.
- Equity Self-Reflection
  - When rating the statements aligned to “Welcoming and Affirming Environment,” the majority of the staff felt that we were integrating these practices. However, in the areas of “High Expectations and Rigorous Instruction,” the majority of the staff rated the school as emerging within this area.
- Student Survey:
  - Students were asked: Do you feel like your school work is too hard, too easy, or just right for you?
    - Students expressed that the work they were asked to do felt just right. They stated that there were times where they struggled and times where the work was easy, but were able to express what differentiation feels like. There was a group that stated specifically *“It depends on how you want to do it, if it's hard for you it could be easy for someone else. We can decide to stretch into the next level if we want to or pick a level that is just right.”*
- Culturally Responsive-Sustaining Education Framework
  - Encourage students to take academic risks in order to create an environment that capitalizes on students' mistakes as learning opportunities that help students grow academically and emotionally.
  - Have high expectations and deliver rigorous instruction for all students regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.
  - Embed cognitive and instructional strategies into teacher coaching that enables students to strengthen learning capacity.

## Commitment 2

What makes this the right commitment to pursue?

We are a TSI School cited in the areas of students with disabilities. We have a continued commitment to providing high quality rigorous instruction to increase the scores for all of our students.

In 2020-2021, staff felt they did not have effective resources/training to be able to support all their Special Ed population.

How does this fit into other commitments and the school's long-term plans?

This commitment fits with all of our commitments to support the whole-child in order to increase academic growth. We want to continue to meet the students' physical needs and social emotional needs, and provide high quality instruction to our students to maximize their academic achievement.

## 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>Sunday Summer School Program</b>	This entailed hiring two teachers and one teaching aide. Our third and fourth grade SPED population were invited to attend the program.	We will use assessment data to determine if these students maintained their reading and math scores or made growth in their reading and math scores.	This included two teachers and one TA for two and a half hours 4 days a week for five weeks.
<b>Continuation of SEL programs Leader in Me, Shine Bright Awards, Positive Referrals)</b>	This strategy entails the continuation of teachers using the Leader in Me curriculum to teach the lessons. The leadership structure will be aligned to focus on the goals within the Leader in Me.	The Measurable Results Assessment and street-level data will be used to gauge our level of success.	We will continue to provide teachers with the Leader in Me curriculum, and will be a Leader in Me school.
<b>Utilization of Sunday School Program within our Special Education Classes</b>	We need to train new teachers and administration on Sunday.  Ongoing embedded professional development with Sunday will take place	iReady Reading- School will have 65% of students meet their annual growth target for Reading.  School Pace (IRLA) Goals: 3rd: 66% of students proficient or above	Sunday materials have already been purchased.

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		4th: 77% of students proficient or above 5th: 60% of students proficient or above	
<b>Data Dives with Assessment Data</b>	Data Triage will be added to the calendar. New Data Triage Document	We will see increased growth for all students, including identified students.	Special areas teachers will provide an additional PLC time for teachers.
<b>Review of Updated Scope and Sequence for grade levels in math</b>	The math interventionists and district interventionists have worked this year to review and update the scope and sequence for grade levels and special education classes in math. Our interventionists will have to turnkey this information to all staff.	We will see more focused instruction on important standards and teachers staying closer to on pace with their instruction.	LS Interventionist and Math District Interventionists will provide PD embedded in coaching as well as during the additional PLC time.
<b>Ongoing embedded Instruction</b>	Teachers will be provided ongoing embedded instructional coaching. A schedule has been developed so that each teacher has access to reading interventionists and math interventionists.	iReady Reading and Math scores as well as IRLA scores will increase.	A schedule has been provided that utilizes our interventionists and the support of district interventionists.
<b>Have a more structured PLC agenda</b>	SIT will work together to create an agreed upon PLC agenda to guide and focus PLC meetings.	Perception data will show that there are more consistent conversations around goal setting.	One Tuesday morning per month will be dedicated for PLC time.
<b>IRLA Training for new teachers</b>	New teachers will be identified to go to IRLA training.	iReady Reading and Math scores as well as IRLA scores will increase.	IRLA training and substitute coverage during training.
<b>Sunday Training for new teachers</b>	New teachers will be identified to go to Sunday training.	iReady Reading and Math scores as well as IRLA scores will increase.	Sunday training and substitute coverage during training.
<b>The Guardians of Equity will provide</b>	The GoE team will utilize Tuesday Staff Meetings to roll out important learning	Survey questions and/or feedback forms will be used	We will use Tuesday staff time to provide

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<b>professional development to the staff.</b>	from the book <i>Do the Work!: An Antiracist Activity Book</i> .	to gauge success and determine next steps for professional development.	professional development to the staff.
<b>Share the Celebrate and Honor Differences Calendar</b>	The Guardians of Equity Committee created a “Lakeshore Honoring Differences Calendar” last year. The team would have to review it and revise as needed and then send it out to staff.	Success would be gauged based on how many staff members utilize the resource and find it valuable.	Currently the GoE has already created the calendar.
<b>Highlight books of different cultures outside of the library.</b>	Lists of books will need to be created based upon each culture. We will then determine if we have them in the library or if we can borrow them from other locations.	Success will be determined based upon the completion of the book lists, the amount of books in the displays, and the utilization of the books.	The librarian may seek additional books within the library that highlight the different cultures.
<b>Read a book of the month from different cultures to be honored.</b>	Administration will select books that align with each of the different cultures to be honored and read them to each classroom.	Perception surveys as well as classrooms that choose for administration to read to them will be utilized to gauge success.	Books will need to be purchased for Administration and classrooms that honor the cultures of the month.
<b>Provide resources for teachers to utilize each month.</b>	The Guardians of Equity will continue to add resources into the shared drive that provides options to utilize to celebrate the different months and cultures honored.	Success would be gauged based on how many staff members utilize the resource and find it valuable.	The GoE will utilize the 10 hours of choice PD time to continue to work to collect resources for staff. Some staff may go above their 10 hours and would need approval for continued payment.
<b>Add elements that display different cultures within the school.</b>	The Leadership Environment Committee as well as individual other staff members will work to recognize different cultures represented within the building.	Success will be gauged based upon perception surveys and completion of displays.	Some resources may need to be allocated towards these displays.
<b>Promote learning and ways in which families can honor</b>	The Family Newsletter will continue to have a section each month within the newsletter that focuses on the culture or	Success will be gauged based upon perception surveys and newsletter data	S’more will be utilized to support this. Administration or

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<b>different cultures in the family newsletter.</b>	cultures honored that month with resources for parents to utilize with their children.	to determine if families are utilizing the linked resources.	Center for Youth Staff will create the Smore.
<b>Highlight books of different cultures outside of the library.</b>	Lists of books will need to be created based upon each culture. We will then determine if we have them in the library or if we can borrow them from other locations.	Success will be determined based upon the completion of the book lists, the amount of books in the displays, and the utilization of the books.	The librarian may seek additional books within the library that highlight the different cultures.



## 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>	I feel like I am achieving my academic goals. (Baseline Spring 2022: 67.2% or 236/351).	80%
<b>Staff Survey</b>	The programs and resources at this school are adequate to support students’ learning. (Baseline Spring 2022: 57.2% or 20/35)	80%
<b>Family Survey</b>	I feel like my child’s instructional needs are being met. (Baseline Spring 2022: 70.4% or 19/27)	80%

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.

## Commitment 2

iReady Reading - (\*## these will be based on beginning of the year benchmark scores in September 2022)

### Overall

- Baseline: ##% of the students meeting their annual growth target s.
  - Goal: By June 2023, Lakeshore will have ##% of the total students meeting their annual growth target for reading.

### 3rd:

- Baseline: ##% of the students meeting their annual growth target.
  - Goal: By June 2023, Lakeshore will have ##% of their 3rd grade students meeting their annual growth target for reading.

### 4th:

- Baseline: 61% of the students met their annual growth target.
  - Goal: By June 2023, Lakeshore will have 65% of their 4th grade students meeting their annual growth target for reading.

### 5th:

- Baseline: 50% of the students met their annual growth target.
  - Goal: By June 2023, Lakeshore will have 54% of their 5th grade students meeting their annual growth target for reading.

### School Pace (IRLA) Goals:

#### 3rd:

- Baseline: 62% total student proficient or above
  - Goal: 66% total student proficient or above

#### 4th:

- Baseline: 73% total student proficient or above
  - Goal: 77% total student proficient or above
- Baseline: 38% of students with disabilities proficient or above
  - Goal: 42% of students with disabilities proficient or above
- Baseline 75% of black students proficient or above
  - Goal: 79% of black students proficient or above.

#### 5th:

- Baseline: 56% total student proficient or above
  - Goal: 60% total student proficient or above

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- Baseline: 13% of students with disabilities proficient or above.
  - Goal: 17% of students with disabilities proficient or above.
- Baseline: 56% of black students proficient or above
  - Goal: 60% of black students proficient or above.

iReady Math (\*## these will be based on beginning of the year benchmark scores in September 2022)

Overall

- Baseline: ##% of the students meeting their annual growth target.
  - Goal: By June 2023, Lakeshore will have ##% of the total students meeting their annual growth target for reading.

3rd:

- Baseline: ##% of the students meeting their annual growth target.
  - Goal: By June 2023, Lakeshore will have ##% of their 3rd grade students meeting their annual growth target for reading.

4th:

- Baseline: 64% of the students met their annual growth target.
  - Goal: By June 2023, Lakeshore will have 68% of their 4th grade students meeting their annual growth target for math.

5th:

- Baseline: 56% of the students met their annual growth target.
  - Goal: By June 2023, Lakeshore will have 60% of their 5th grade students meeting their annual growth target for math.

## COMMITMENT 3

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

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to improving the structures and outcomes of our Response to Intervention process.</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>How does this commitment fit into the school's vision?</p> <ul style="list-style-type: none"> <li>● Our School Mission Component 3 is Academic Well-Being:             <ul style="list-style-type: none"> <li>○ Deliver standards based curriculum that is responsive to students' needs in a manner which is both applicable to real life and engaging.</li> </ul> </li> <li>● Our School Vision is Life Long Impact:             <ul style="list-style-type: none"> <li>○ Students and Families associate Lakeshore with positive emotions and memories throughout their lives; and giving them the necessary tools to be productive citizens in life who understand the community as a sustainable system.</li> </ul> </li> <li>● Rtl is a non-negotiable within Lakeshore Elementary's Mission/Vision.</li> </ul> <p>Why did this emerge as something to commit to?              This emerged as a commitment based upon the staff survey in 2020-2021.</p> <p>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</p> <ul style="list-style-type: none"> <li>● Student Interviews:             <ul style="list-style-type: none"> <li>○ Students were asked the question: If you are having a problem in school, how would you get help? (on school work)                 <ul style="list-style-type: none"> <li>■ Students all called out the support they receive during WIN (What I Need) Block. In addition, they spoke about teachers providing 1:1 support as well as small group work where they learn best.</li> </ul> </li> </ul> </li> <li>● Staff Survey in 2020-2021:             <ul style="list-style-type: none"> <li>○ Rtl time is scheduled during the school day when all members are teaching or with groups. (Current members include Admin, School Psychologist, School Counselor)</li> </ul> </li> </ul>

### Commitment 3

- “waiting list” can be months long to discuss a student
- No clear process to get a student to the Rtl team

#### What makes this the right commitment to pursue?

Providing intervention to students has been non-negotiable at our school. As time goes on, we have a greater number of students in need of interventions. This drove the need for improving our practices in providing increased structure in our practices to provide more effective interventions within a more timely practice. Since COVID, the equity gap between our students is even larger, which makes this even more of a priority.

#### How does this fit into other commitments and the school’s long-term plans?

Within our commitments, we are providing a welcoming and affirming environment by building strong relationships with a social-emotional foundation. We are fostering high expectations and rigorous instruction to our students to increase their academics. We are engaging in ongoing professional learning and support in all areas, including in courageous conversations to continue to be more culturally responsive. If a student is either struggling socially-emotionally or academically, they are brought to our Response to Intervention Team to provide them with increased support to gain more success.

## 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>Review Participant Survey from 21-22</b>	<a href="#">W Lakeshore RtI Meeting Feedback.docx</a> <a href="#">Lakeshore RTI Meeting Feedback Spreadsheet</a>	This survey could be presented at the end of the 2022-2023 school year to display higher results.	RTI Members utilized team time to take the survey. The survey was analyzed by the Special Education Instructional Specialist. Administration, Special Education Instructional Specialist, and Special Education TOSA reviewed the feedback to determine this plan.
<b>Provide Survey to Teachers that Brought Students through process in 21-22</b>	<a href="#">RTI Input</a> Utilize this survey to gain more feedback on yesterday to make additional revisions and updates for this school year.	We would make changes to the 2022-2023 school year plan based on the outcomes of the survey.	Survey can be sent. Team time can be used to analyze data.
<b>Create a “To Bring” List to Building RTI</b>	This strategy adds additional items to the “to bring” list already. This list is then published on the PD, the Building Level RTI Form, the Building Level Agenda, etc.	The RTI team will see teachers bringing more information to meetings in addition to iReady and IRLA data.	This list will be added to the current resources that we have.
<b>Add PD to Calendar to review process</b>	Update <a href="#">RTI Guidance Document</a> prior Discussion on shift of tiering Plate discussion	Perception data will show an increase in staff knowing the RTI process.	We will utilize staff meeting time as well as additional PLC time to review the process.

Commitment 3

<p><b>Continue to Hold Meetings on Wednesdays</b></p>	<p>Add a more consistent approach for protocols for meeting agenda sharing as well as tasks necessary prior to</p> <p>Agenda can be added to a staff SMORE. The agenda will also have the “To bring” list on it.</p>	<p>Teachers will know their student is on the agenda and will be able to come more prepared.</p>	<p>Substitute coverage will be needed for teachers to come to RTI meetings.</p>
<p><b>Create a separate time for 504/BIP/FBA/CSE Prep Meetings</b></p>	<p>This will be on alternating Fridays.</p>	<p>We will be able to see if we are more consistent on meetings for FBAs and BIPs as well as if we are able to cycle through more students for RTI.</p>	<p>Substitute coverage will be needed for teachers to come to this additional meeting time.</p>
<p><b>A more organized structure for team time discussion</b></p>	<p>Make it a practice to review Google Form During Team Time for referrals</p>	<p>We will see more value to Team Time and overall more organized and cohesive meeting.</p>	<p>Team Time is built into the RTI schedule and will just be restructured.</p>
<p><b>Create structure for grade level RTI during PLC time</b></p>	<ol style="list-style-type: none"> <li>1. Meeting Time and Calendarize</li> <li>2. Provide Support</li> <li>3. Embedded PD</li> </ol>	<p>Staff will be used to the format at both grade levels and building levels in order to maximize the time spent on the action plan.</p>	<p>Special areas will cover students during an additional PLC time for teachers.</p>
<p><b>Google Form</b></p>	<p>Make it a practice for Google Form to be utilized at the end of grade level RTI</p> <p>Make it a practice to check the Google Form during Team Time each week</p>	<p>We will see increased utilization of the Google Form as part of the process.</p>	<p>Google Form</p>

Commitment 3

<p><b>Ensure all students taken through the RtI Process will have clear goals written based on a primary skill deficit.</b></p>	<p>Clear goals based on Primary Skill Deficit will be written/developed with the Classroom Teacher/Building Based RtI team.</p> <p>Which Problem Would You Like To Tackle First? -Not the academic skill, rather than the cognitive skill deficit causing the academic delay-</p> <p>Utilize the titles from <a href="#">Root Causes Table</a> do determine primary deficit</p> <p>Create goal with <a href="#">Strengths Chart</a></p>	<p>A Goal Setting/Tracking form will be created for each student that is met at the Building Level RtI Team. This form will include Goals along with Strategies.</p>	<p>A Google Form to capture the goals/action items from the RtI meeting</p>
<p><b>Create Copies of <a href="#">Root Causes Table</a> and <a href="#">Strengths Chart</a> and send to print shop</b></p>	<p><a href="#">Lakeshore RTI Printouts</a></p>	<p>Staff will have a clearer view of root causes to be able to select a primary skill deficit and a goal for students.</p>	<p>This document will be sent to the print shop.</p>
<p><b>Ensure all students discussed at the Building RtI team will have a research based intervention being implemented to support working towards specific goals.</b></p>	<p>We will create a bank of research based strategies based upon primary skill deficits to support the building RtI team.</p>	<p>We will gauge the level of success by the ease and thoroughness of the document created and if it is able to support the team in creating goals.</p>	<p>Staff will need time to create the resource.</p>
<p><b>Create an easier recommended progress monitoring tool</b></p>	<p>The RTI team will work together to find different progress monitoring tools that are more accessible for teachers to use.</p>	<p>Teachers will be able to more quickly select a progress monitoring tool, and will be able to come to the next meeting with more data.</p>	<p>Progress Monitoring Tools</p>



Commitment 3

<p><b>Rtl team will continue to unpack <i>Causes &amp; Cures in the Classroom: Getting to the Root of Academic and Behavior Problems</i> to determine changes to procedures to continue to improve practice.</b></p>	<p>We will utilize the new strategies learned within the book to create a notes document that will support the strategies bank document.</p>	<p>We will know this is successful if staff are able to more positively respond to the survey questions, and we see an overall drop in the number of students that are brought to the building level team.</p>	<p>We have already purchased the books. We will need to continue to work on the strategies bank document.</p>
<p><b>Adapt the form utilized at the building Rtl level to track interventions, action steps, and follow up.</b></p>	<p>Rtl team will develop an easy to use/access form to track interventions, action steps, and provide follow up dates.  Ensure there is a method for sharing out.</p>	<p>We will know this is successful if staff are able to more positively respond to the survey questions, and we see an overall drop in the number of students that are brought to the building level team.</p>	<p>Google form to track</p>
<p><a href="#"><u>Link interventions into form so that we have that ready to go to problem solve</u></a></p>	<p>Add slide with progress monitoring tools</p>	<p>We will be able to more quickly determine an intervention at RTI.</p>	<p>Interventions Document</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>	I receive help from staff members if I am not achieving my academic goals. (Baseline Spring 2022: 47.5% or 202/351)	80%
<b>Staff Survey</b>	Students in need of intervention are discussed in a timely fashion. (Baseline Spring 2022: 34.3% or 12/35)	60%
	We have a clear process for RtI at Lakeshore. (Baseline Spring 2022: 60% or 21/35)	70%
<b>Family Survey</b>	I feel like my child’s instructional needs are being met. (Baseline Spring 2022: 70.4 % or 19/27)	90%

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.
<p>iReady Reading- School will move 36% of our students from Tier 3 reading to Tier 2 or Tier 1 reading.</p> <ul style="list-style-type: none"> <li>● Baseline: In 2021-2022, we moved 32% of our students from Tier 3 reading to Tier 2 or Tier 1 reading.</li> </ul> <p>School Pace (IRLA) Goals: Lakeshore will move 47% of our Tier 3 students from Tier 3 reading to Tier 2 or Tier 1 reading.</p> <ul style="list-style-type: none"> <li>● Baseline: In 2021- 2022, we moved 43% of our Tier 3 students from Tier 3 reading to Tier 2 or Tier 1 reading.</li> </ul> <p>iReady Math - School will move 84% of our students from Tier 3 math to Tier 2 or Tier 1 math.</p> <ul style="list-style-type: none"> <li>● Baseline: In 2021-2022, we moved 80% of our students from Tier 3 to Tier 2 or Tier 1 math.</li> </ul>

## 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:

<p><b>Evidence-Based Intervention Strategy Identified</b></p>	<p>We envision that embedded instructional coaching will support commitment 3: <i>We will commit to leveraging our welcoming and affirming environment/positive school culture to help all students' maximize academic growth.</i> This will support our ongoing professional development that is embedded within our school day so that our staff will teach with higher qualities of instruction, and we will see increased achievement for all students, especially in our targeted areas.</p>
<p><b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b></p>	<p>The coaches will support with the following three components:</p> <ul style="list-style-type: none"> <li>● Instructional: Helps teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.</li> </ul>

### Commitment 3

- Curriculum: Excels at understanding content standards, how components of a curriculum link together, in addition to how to use the content in planning instruction and assessment. These individuals can ensure a consistent curriculum implementation throughout a school.
- Data: Leads conversations that assists teachers in analyzing data and then applying the data to strengthen instruction

## 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>	
<b>Link to research study that supports this as an evidence-based intervention (the study must</b>	

Commitment 3

**include a description of the research methodology**

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## 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
James Palermo	Principal
Katherine M. Gilbert	Assistant Principal
Christine Baker	Director of Student Support Services
Molly Bradley	3rd Grade SPED Teacher
Kristie Cellura	Math Interventionist
Sara Holland	3rd Grade Teacher
Natalie Hunt	3rd Grade Teacher
Juanita Lebron-Vargas	Secretary
Nicole Neill	4th Grade SPED Teacher
Eric Hand	4th Grade Teacher
Shannon Sloan	Parent

## 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
<i>Example: 4/6/21</i>			<i>x</i>	<i>x</i>		
5/6/22	Determine Interview Questions					
5/18/22		Some Members took Equity Survey				
5/23/22 - 5/25/22	Interview of Students					
7/21/22		X	X	X	X	
7/25/22 - 7/26/22					X	



## Learning As A Team

### Directions

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

#### Student Interviews

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

The student interview process shed light on the views of students in regards to our goal setting, our culturally responsive teaching, our welcoming and affirming environment, our rigor of instruction, and how they get help as needed. We are able to see that the students are beginning to be able to speak more specifically to the work that we have started, but that there is more work still to do.

#### Equity Self-Reflection

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

The Equity Self-Reflection continues to show that we have a relative strength in the area of a welcoming and affirming environment. We still have work within the rigorous instruction. It continues to show that some staff members do not feel comfortable/equipped to have racial conversations with students, staff, adults, and families. We will continue to work on book studies to provide professional development to staff in continuing their courageous conversations. We also plan to utilize picture books with the students as a mechanism to have more courageous conversations with students around race and identity.

## 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.