



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2023-24

District	School Name	Grades Serv
Homer Central School District	Homer Intermediate School	3-5

### Collaboratively Developed By:

The Homer Intermediate School SCEP Development Team and in partnership with the staff, students, and families of Homer Intermediate 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](#)

## Guidance for Teams

- [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 I

## Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><b>We commit to strengthening our ability to provide a cohesive, relevant curriculum.</b></p>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>• <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>• <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Curriculum development and improvement is an ongoing cycle that does not have a definitive end date. We believe as a school that our students need to share common, relevant curricular experiences to prepare them for success in our schools and beyond. In addition, we believe that the curriculum should be what focuses our work at grade levels (curriculum coordination) and connects our work between grade levels (curriculum articulation). While the coordination and articulation of essential learnings began in 2021-22, continued in 2022-2023, it will continue to expand and be the focus of our work in 2023-2024.</p> <p>Through the <i>Amplify, Sunset, and Create</i> process we made the decision to continue with this commitment for the following reasons:</p> <ol style="list-style-type: none"> <li>1.) A guaranteed and viable curriculum is the number one school related factor that impacts student learning and achievement (Berliner, 1984; Marzano, 2003; Schmidt, 2008).</li> <li>2.) Curriculum, which includes instructional strategies and common formative/summative assessments, is what focuses our work in our grade level teams as we implement the <i>PLC @ Work</i> model through Solution Tree and work to develop and improve our curriculum. It is the focus of the first and second critical questions of “what do we want students to know and be able to do?” and “how will we know they learned it?” We have seen increases in student growth as we have better tightened our curriculum alignment through collaborative teaming practices.</li> </ol> <p>This commitment fits our vision of having a guaranteed and viable curriculum across the Intermediate School and across the district as a whole. The district has an emphasis on developing and improving our curriculum based on a common unit template based on the NYS Learning Standards and the use of Essential Questions and Guiding Questions to frame our teaching practices.</p>

Commitment 1

	<p>There is a school wide commitment from all stakeholders to creating cultures of inquiry in our classrooms. Students and parents both reported that they would like more time to collaborate and create in their classes. Focusing student learning on inquiry will allow more opportunities for students to collaborate and create, which will increase student learning and achievement.</p>
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Progress Targets

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

75% of students will show mastery of ELA and math essential standards	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>
<b>End-Of-The-Year Goals</b>	Common Formative Assessment (CFA) Data	We hope to see student growth in individual essential standards when scoring CFAs	

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>
<b>Student Survey</b>	My teachers provide feedback toward meeting the essential standards. I track my CFA data and growth.	75% (somewhat agree, agree, and strongly agree)	
<b>Staff Survey</b>	As a school, we have created structures so that students are able to reflect on their learning and keep track of their own learning.	75% (somewhat agree, agree, and strongly agree)	
<b>Family Survey</b>	I receive CFA information about my students progress on a regular basis.	75% (somewhat agree, agree, and strongly agree)	

Commitment 1

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

75% of students will demonstrate growth on the ELA and math essential standard CFAs	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)
<b>Mid-Year Benchmark(s)</b>	Common Formative Assessment (CFA) Data	We hope to see student growth in individual essential standards when scoring CFAs	

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)
<b>Student Data</b>	CFA for ELA and math	We hope to see students progressing toward mastery of essential standards in ELA and math.	
<b>Adult/Schoolwide Behaviors and Practices</b>	Collecting and inputting CFA data by agreed upon dates, grouping and regrouping students as needed, and teaching students to track their own data	Our goal is to be able to clearly articulate answers to the four critical questions of the PLC @ Work model. The questions include: 1.) What do we want students to know and be able to do? 2.) How will we know students learned? 3.) What will we do if students don't learn? 4.) What will we do if students already know it?	
<b>Student Behaviors and Practices</b>	Students will be tracking their own CFA data,	Students taking ownership in their progress and work and starting to make goals about their progress and 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?
<b>1.) Structured grade level collaboration meetings that emphasizes common curriculum, instruction, and assessment strategies using the PLC at Work model</b>	<p>Grade level teams will be scheduled to meet on a weekly basis. Each team will be required to keep a running agenda that outlines the PLC @ Work strategies for collaborative teaming. Curriculum, instruction, and assessments will be key areas of discussion in each weekly team meeting. Meetings will be facilitated by the instructional coach and grade level leader.</p> <p>Grade level leaders will also meeting with the instructional coach on a weekly basis to determine next steps for SCEP implementation and other building level initiatives.</p>	Time, space
<b>2.) Systematize a process for using Common Formative Assessments to drive instructional decision making.</b>	Grade level teachers will meet collaboratively on a weekly basis for 45 minutes to continue to refine their use of Common Formative Assessments for ELA and math. Data will be collated and reviewed by teacher and grade level to determine instructional groups and next steps for teaching and learning (ex. teach, re-teach, extension).	Time, space
<b>3. Continue to build capacity around the use of essential standards and student tracking of their own progress.</b>	Teachers will continue to prioritize the essential standards for ELA and math at each grade level and across the grade levels. This work will continue to happen during grade level meetings and building leadership team meetings. Students will have the opportunity to track their own progress towards standard attainment.	Time, space
<b>4. Systematize the implementation of Learning Walks</b>	All teachers will engage in multiple rounds of learning walks. The focus of this non-evaluative process will be student	Time, space, and funding for

Commitment 1

	engagement (learning environment) and evidence of learning. This work will be facilitated and led by the building instructional coach.	instructional substitutes
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## COMMITMENT 2

### Our Commitment

<p><b>What is one Commitment we will promote for 2023-24?</b></p>	<p><b>We commit to providing an inclusive, nurturing environment.</b></p>
<p><b>Why are we making this Commitment?</b></p> <p><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 what we envision for the school?</i></li> <li>● <i>How does this Commitment relate to what we heard when listening to others?</i></li> <li>● <i>How does this Commitment connect to what we observed through analysis?</i></li> </ul>	<p>Our goal as a school is to ensure that each child feels a sense of affirmation, belonging, and safety. If students do feel like they do not belong, are not wanted, and do not feel safe they will not be academically, socially, or emotionally successful.</p> <p>In reviewing the student interview data and the student survey data we concluded that our students understand the following:</p> <ol style="list-style-type: none"> <li>1.) Students learn at different rates-some student take longer to understand and learn</li> <li>2.) It's difficult to ignore students who are acting out</li> <li>3.) Students have a keen awareness of their own emotional state</li> <li>4.) Students want more time for physical activity</li> </ol> <p>We want to ensure the students will experience a “soft-landing” each day when they come to Homer Intermediate School. Starting the day with mindfulness activities and physical activity will benefit all students.</p> <p>Through the <i>Amplify, Sunset, and Create</i> process we made the decision to continue with this commitment for the following reasons:</p> <ol style="list-style-type: none"> <li>1.) The culture and climate students experience at Homer Intermediate School is fundamental to their physical, emotional, academic, and social growth. Our goal is to create a positive, friendly, and warm culture for all students.</li> <li>2.) Students will be successful if they are provided opportunities for mindfulness activities and more physical activity.</li> </ol>

## Progress Targets

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

100% of teachers will pilot <i>Second Step</i> lessons	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>
<b>End-Of-The-Year Goals</b>	Survey data	Positive responses to student check-ins after each Second Step unit (4 total units)	

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>
<b>Student Survey</b>	I have learned skills to help me be a better friend and student.	75% (somewhat agree, agree, and strongly agree)	
<b>Staff Survey</b>	The implementation of Second Step has enhanced our positive learning culture.	75% (somewhat agree, agree, and strongly agree)	
<b>Family Survey</b>	Our school has created and maintained a positive learning culture.	75% (somewhat agree, agree, and strongly agree)	

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

100% of teachers will pilot <i>Second Step</i> lessons	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing <i>(complete when reviewing mid-year data)</i>
<b>Mid-Year Benchmark(s)</b>	Survey data	Positive responses to student check-ins after each Second Step unit (2 total units)	

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 2

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	Google Form for Check-ins for SEL support	We hope to see students displaying and understanding of empathy and communicating their emotional needs in appropriate ways. We hope to see students using strategies embedded in Second Step to hold themselves accountable for their learning.	
Adult/Schoolwide Behaviors and Practices	Implementation of <i>Second Step</i> lessons from Unit 1 (Growth Mindset and Goal Setting)	We hope to see teachers collaborating to implement <i>Second Step</i> lessons during grade level collaborative meetings and building leadership meetings.	
Student Behaviors and Practices	Using strategies learned in initial <i>Second Step</i> lessons.	We hope to see students using skills for learning, including being respectful learners, using positive self-talk, listening skills, and showing respect embedded in Second Step lessons	

## 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?
<b>1. Develop authentic connections between and among students</b>	<p>This strategy will entail teachers creating opportunities at the beginning, middle, and end of the day for mindfulness activities and physical activity. In addition, this will entail teachers greeting students by name at arrival in the morning.</p> <p>Leadership will be mindful of limiting disruptions for teachers in the morning so they can attend to greeting students on a consistent, daily basis.</p>	Time, professional learning around mindfulness in the classroom

Commitment 2

<p><b>2. Continue the implementation of the BiMAS2 SEL screening assessment for all students</b></p>	<p>This strategy will entail teachers completing a student assessment about each students' social-emotional progress on the BiMAS2 screener (fall and spring administration)</p>	<p>Time</p>
<p><b>3.) Pilot and implement <i>Second Step</i> tier 1 SEL curriculum program in grades 3, 4, and 5</b></p>	<p>This strategy will entail teachers working to teach one (1) lesson per week of the Second Step SEL curriculum program. Students will engage in lessons focusing on growth mindset and goal setting, emotion management, empathy, kindness, and problem-solving.</p>	<p>Time, professional learning for <i>Second Step</i> implementation</p>

## Commitment 4

## 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	Professional Learning Communities
<p><b>We envision that this Evidence-Based Intervention will support the following Commitment(s)</b></p>	<p>This evidence-based intervention will support the implementation of Commitment 1 and Commitment 2. Meeting in collaborative grade level teams will allow us to stay focused on the implementation of our essential standards and related common formative assessments. In addition, meeting in our collaborative teams will provide opportunities to share strategies related to mindfulness in the classroom.</p>
<p><b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b></p>	<p>The Envision/Analyze/Listen process made it clear that we cannot be an effective school and teach at high levels without properly implementing the <i>PLC @ Work</i> model. We have come to value our collaborative time as we become steadfast in 1.) focusing on learning, 2.) building a collaborative culture, and 3.) focusing on results.</p> <p>We learned that being clear on the four critical questions of: 1.) What do we want students to know and be able to do?, 2.) How will we know students learned?, 3.) What will we do if students don't learn?, and 4.) What will we do if students already know it? will increase student learning and</p>

Evidence-Based Intervention

	achievement toward mastering essential learning standards.
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## 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)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</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)</b>	
<b>How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	



## 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
Morgan Seibal	Teacher
Kristen Cinquanti	Teacher
Jacquie Lingurovski	Teacher
Heather Slade	Teacher
Jennie Guy	Instructional Coach
Meg Stone	Teacher
Jen Berthelot	Parent
Jackie Giamichael	Teacher
Chrissy Hartnett	Instructional Coach
Stephanie Falls	Principal
Jeffrey Evener	Assistant Superintendent

## 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	<b>Envision:</b> Exploring the Vision, Values and Aspirations for the school	<b>Analyze:</b> Internal and External Data	<b>Analyze:</b> Survey Data	<b>Analyze:</b> Completing and Discussing the Tenet 1 Inventory	<b>Listen:</b> Interviewing Students	<b>Putting it all Together:</b> Completing the SCEP Planning Document	Writing the Plan
5/31/23	X	X	X	X			
6/8/23	X				X		
6/14/23	X			X	X	X	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**

We were able to interview students from all three grade levels. We asked the following questions to guide our SCEP work:

- 1.) What are the ways that you've seen yourself grow or learn new things over the past year?
- 2.) What are some things you think are important for all teachers to know about what it is like to be a student at our school?
- 3.) I want you to think about the best day you've had at our school. What made it your best day?
- 4.) What are things we could do to help students feel better about being at school?
- 5.) What are your worries for next year?

We learned that students have a keen awareness of their emotions and other student emotions in the classroom. We learned that students want more mindfulness activities and physical activities. We learned that students have a different experience at school than what we, as adults, believe they are having. We learned that students are aware of what they are learning and how much they are growing as learners.

This information helped us better define Commitment #2 specifically. We want students to grow more than just academically. We want them to grow physically, emotionally, and socially as well. We believe that providing students a "soft-landing" and teaching Second Step will allow us to leverage the outcomes we are seeking with all students beyond academics. We know and understand that SEL skills need to be overtly taught and reinforced just like academic skills do. We also know that students want to be treated well and feel like they belong. This starts with the initial interaction adults have with students first thing in the morning.

## 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.