

School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Central Valley Central School District	Central Valley Academy	9-12

Collaboratively Developed By:
The Central Valley Central School District SCEP Development Team: Facilitator-Kathleen Carney, Amy Konz, Administrators-Jeremy Kozak (CSE Director), Richard Keeler (CVA), Charlie Pratt (Jarvis), Michele Pilla (Fisher Elementary), Teachers-Amy Billings, Erika Reff, Kelly Long, Karen Casler, Parents-Jeff Mowers, Shannon Buttacaroli, Luke Judd, Maryjo Pedersen, Students-Morgan Steflinkski, Raymond Watson, Deacon Judd, Michael Yardley, Gabby Lawrence and in partnership with the staff, students, and families of Central Valley Central School District.

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 and Strategies

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 the 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 2021-22 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.

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 the Team

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

- Using Your SCEP to Pursue Your School's Aspirations and Values (video tutorial)
- 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
- Staying Connected with the School Community Throughout the Development of the SCEP
- Sample SCEP: Cohesive, Relevant Curriculum
- Sample SCEP: Deepening Connections
- Sample SCEP: Graduation and Success Beyond HS
- Sample SCEP: Graduation through Relationships

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2021-22?	Growth in the ELA Regents results for SWD's
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	● This commitment fits into the school's vision by extending the 2020-21 SCEP goal pertaining to SWD's. The school's vision is to improve the academics of all students, increase graduation rates, and develop students who are career and college ready. ● It was logical to extend the goal from the previous SCEP plan as there was no Regents data collected in the previous school year due to exemptions. ● Student interviews demonstrated the need to prioritize curriculum even more and strictly target those skills that are requiring mastery on Regents exams. ● This commitment will allow the district to gauge the progress of our SWD's post pandemic and assess whether any learning loss still may exist; as well as any unexpected learning gained. In addition, it allows us to address any gaps in learning. ● The commitment ties into the academic progress the district is looking to sustain with SWD and other initiatives with IEP writing, goal setting, and instructional coaching.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Instructional Coach	The district will contract with consulting agencies to obtain instructional coaches to support differentiated learning strategies for teachers and targeted instruction.	Principals will observe greater use of small group instruction highlighting differentiated teaching strategies for personalized learning.	Funds for substitutes, Time for professional development for teachers, Money for instructional support materials
Data Teams	The district will identify data teams and provide training in how to evaluate student data and use it to inform instruction.	Principals will observe teachers using data when planning lessons as well as during instruction.	Funds for substitutes, Release time for teachers to meet with the data team, Half-day Superintendent Conference Days to meet vertically / horizontally

End-of-the-Year Desired Outcomes

School 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 *(e.g. % agree or strongly agree)*
Student Survey	I believe that the work completed this year in ELA has helped me to be a better reader/writer.	60%
Staff Survey	I believe that our continued district focus on ELA has created consistency for our students which is resulting in greater success as readers/writers.	60%
Family Survey	I believe that my child/student is a better reader or writer this year because of the work they have completed in their ELA class.	60%

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 2021-22 school year.

Quantitative Data

- ELA Formative and Summative Assessment
- Quarterly assessments
- Interim assessments

Qualitative Data

- The district-wide writing practices will be updated to reflect Next Generation Learning Standards and current best practices.
- Teachers will receive professional development to support the instructional practices highlighted in the district's writing priorities aligned to NGLS based on data dive and student progress.
- Common instructional practices related to writing will be visible to administrators when observing classroom instruction.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2021-22?	Growth in the Algebra Regents results for SWD.
Why are we making this commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this commitment fit into the school's vision?* ● *Why did this emerge as something to commit to?* ● *In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?* ● *What makes this the right commitment to pursue?* ● *How does this fit into other commitments and the school's long-term plans?*	● This commitment fits into the school's vision by extending the 2020-21 SCEP goal pertaining to SWD's. The school's vision is to improve the academics of all students, increase graduation rates, and develop students who are career and college-ready. ● It was logical to extend the goal from the previous SCEP plan as there was no Regents data collected in the previous school year due to exemptions. ● Student interviews demonstrated the need to prioritize curriculum even more and strictly target those skills that are requiring mastery on Regents exams. ● This commitment will allow the district to gauge the progress of our SWD's post-pandemic and assess whether any learning loss still may exist. In addition, it allows us to address any gaps in learning. ● The commitment ties into the academic progress the district is looking to sustain with SWD and other initiatives with IEP writing, goal setting, and instructional coaching.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Instructional Coach	The district will contract with consulting agencies to obtain instructional coaches to support differentiated learning strategies for teachers and targeted instruction.	Principals will observe greater use of small group instruction highlighting differentiated teaching strategies for personalized learning.	Funds for substitutes, Time for professional development for teachers, Money for instructional support materials
Data Teams	The district will identify data teams and provide training in how to evaluate student data and use it to inform instruction.	Principals will observe teachers using data when planning lessons as well as during instruction.	Funds for substitutes, Release time for teachers to meet with data team, Half-day Superintendent Conference Days to meet vertically / horizontally

End-of-the-Year Desired Outcomes

School 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 *(e.g. % agree or strongly agree)*
Student Survey	I believe that the work completed this year in math has helped me to be more prepared for the Regents Exam.	60%
Staff Survey	I believe that our continued district focus on math has created consistency for our students which is resulting in greater success on the Regents Exam.	60%
Family Survey	I believe that my child/student is better at mathematics this year because of the work they have completed in their math class.	60%

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 2021-22 school year.

Quantitative Data

- Math Formative and Summative Assessment
- Quarterly assessments
- Interim assessments

Qualitative Data

- Teachers will receive professional development to support the instructional practices and prioritize the NGLS in Algebra.
- Common instructional practices related to academic vocabulary in mathematics will be visible to administrators when observing classroom instruction.

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:

Evidence-Based Intervention Strategy Identified	**Instructional Coaching**
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Teachers will work with an instructional coach to support ELA and Math Commitments in regard to instructional practices determined from the data dives. Instructional coaching will provide productive feedback, student engagement suggestions, and constructive feedback to teachers.

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

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

Clearinghouse used and corresponding rating

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

• School-Identified

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

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf This section outlines how we worked together to develop our plan.

Team Members

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

Name	Role
Kathleen Carney	Facilitator
Amy Konz	Regional Data Leader
Richard Keeler	Administrator
Charles Pratt	Administrator
Michele Pilla	Administrator
Jeremy Kozak	Administrator
Amy Billings	Teacher
Kelly Long	Teacher
Kathryn Sadekoski	Teacher
Karen Casler	Teacher
Erika Reff	Teacher
Shannon Buttacaroli	Parent
Maryjo Pedersen	Parent
Jeffrey Mower	Parent
Luke Judd	Parent
Morgan Steflanski	Student
Raymond Watson	Student
Deacon Judd	Student
Michael Yardley	Student
Gabriella Lawrence	Student

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

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	Completing the" Leveraging Resources" document
6-8-21			X			
7-12-21			X			
9-13-21				X		
9-28-21	X					
9-29-21	X					
10-1-21		X				
10-12-21			X	X		
10-19-21				X	X	X
11-8-21					X	X
11-22-21					X	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 interviews allowed the stakeholder group to hear feedback from students on diversity, equity, and inclusion. It was interesting how some students of color answered the questions and the perception that they had when asked if they feel racism exists in the school. They shared they have experienced some instances of racism in less structured areas, i.e. cafeteria, locker rooms, school events. Other interesting observations from the students were they felt that the "N" word was used a lot, both from persons of color and not. The general consensus was virtual learning was ineffective. Reasons given were no physical teacher there to assist, it was easy to cheat, internet connections were spotty, they were "stuck" trying to figure out the learning and left to learn it independently. When asked about ways the school could help, students expressed a need for teachers to give more time after a quarantine to make up work and to not make students take the test at the same time if they are coming back from a quarantine. They did not think this was fair. Overall, they were very happy to be back to in-person learning. Of note, one student expressed they preferred virtual learning.

Equity Self-Reflection

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

The Equity Self-Reflection allowed the stakeholders to reflect on the four principles. More specifically, in Principle #1: Welcoming and Affirming Environment, most responses fell into the "integrating" category. While we recognize the importance of this, we are continuing to grow in the area of fostering relationships with families and gathering insight into their culture and learning preferences. In regard to collecting diverse stakeholder impressions and experiences using questions that consider issues of diversity, equity, and inclusion, the stakeholders felt we were between "emerging" and "integrating." In reference to cultivating a school and classroom environment of affirmation and acceptance and responding to instances of disrespectful speech about student identities by intervening, responses were mixed. Acceptance and equity were at a level of sustainment for the group. One point from the group was that we do not have as diverse a population as larger schools or schools located near bigger cities. For Principle #2: High Expectations and Rigorous Instruction and Principle #3: Inclusive Curriculum and Assessment most questions fell in the "integrating" and "sustaining" categories, with some outliers. Providing opportunities for students to develop projects on social justice issues and including students as co-designers of the curriculum were emerging for the group. In Principle #4: Ongoing Professional Learning and Support, we discussed the areas that were rated as emerging; Create learning communities

(i.e., professional learning communities, book studies, discussion groups, online webinars, digital subscriptions) for teachers and students to engage in topics that directly address educator and student identities and understand and unpack privilege and disseminate self-assessment tools and resources for educators to assess and reflect on their implicit biases. The group agreed that some of these areas are just not prevalent in the school with the given population or areas we need to look at more deeply.

Submission Assurances, Instructions and Next Steps

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. X The SCEP has been developed in consultation with parents, school staff, and others in accordance with the NYSED Requirements for Meaningful Stakeholder Participation to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X The SCEP will be implemented no later than the beginning of the first day of regular student attendance.

3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

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 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.

2. The approved CSI and TSI plans will need to be posted on the District's website.

3. Both CSI and TSI schools will need to complete the ***Leveraging Resources to Support the SCEP*** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.

4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.