



School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Chateaugay	Chateaugay Central School	7-12

Collaboratively Developed By:

The Chateaugay Central School SCEP Development Team

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And in partnership with the staff, students, and families of Chateaugay Central 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

NYSSED 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>What is one commitment we will promote for 2022-23?</p>	<p>We are committed to developing executive functioning skills with 7th and 8th grade students, placing a focus on teaching students to regulate emotions and build positive relationships within our school.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>After interviewing our students, it became very clear to the committee that students are feeling overwhelmed at school and are having a hard time prioritizing, and organizing their school day. Students expressed that they are having trouble managing their time and are often shutting down.</p> <p>Teacher have expressed through the committee discussion that students are struggling to regulate their emotions and are not prepared to begin high school at the level they feel would be necessary.</p>

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?
PBIS Implementation	Our Middle School will implement a PBIS program that teachers' students what it means to be a middle schooler at CCS.	We will track data on a level system. Students will either be on level 3, 2, or 1 during the day based on behavior and expectations. This will be managed by homeroom teachers and access by all middle school staff.	<p>PBIS level system training.</p> <p>Homeroom teachers need 15 minutes daily to review system and update student levels.</p> <p>Monthly meetings to review data with team.</p>
Middle School SEL/executive functioning class	Each middle school student will take an organizational class that will focus on organizing materials, time management, use of a calendar, and how to prioritize.	We will track data on homework completion and grades in each subject area, tardiness to class, and student preparedness.	Scheduling- our middle school ELA teacher will run this course and will need it built into her schedule. Each student will be assigned a period every other day with the teacher.
Assigned Homeroom	Each student in grades 7-12 will be assigned a homeroom. The teacher assigned to the homeroom will provide a	We will administer a survey at the beginning, middle,	Survey to be created and administered in homeroom classes.

Commitment 1

	“check in” with all students in their homeroom to create a home base for each student in the building. They will check in on homework, assignments, behavior, and overall student wellbeing.	and end of the year to rate effectiveness.	Scheduling of students to specific homerooms.

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 (e.g. % agree or strongly agree)
Student Survey	I feel prepared and organized for school each day, ready to learn, and supported by my teachers.	75% agree or strongly agree
Staff Survey		
Family Survey		

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.

We believe that having 75% of middle school students completing assignments on time and arriving to classes and school activities on time by the end of the year will provide us accurate data on effectiveness of our strategies to implement this commitment.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We are committed to building stronger relationships with families and community members.
Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	When we reviewed our Equity Self-Reflection surveys as a committee, we realized that we had opportunities for growth in fostering close relationships with families, focusing on communicating our school goals and sharing our school culture. This directly links to communicating with our families and community about school-wide safety protocols, as well as sharing information on classroom routines and curriculum.

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?
Back to school night	This will be a time for families to come to school and meet with administration and each classroom teacher to learn classroom priorities, curriculum, standards, and routines.	We will disseminate a survey to parents about effectiveness of back to school night.	Schedule open house night. Money for pay teachers to return to school for the event.
Safety protocol pamphlet	This will be a pamphlet highlighting our protocols for different safety measures to ensure parents feel comfortable with their students in the school environment.	Parent survey about how comfortable parents/families felt with information presented in pamphlet.	Pamphlets to be created- sent to printing and mailed out.
Safety protocol informational night	This will be an evening event put on by administration and SROs to explain our safety measures and procedures and for parents to ask questions regarding school safety.	Attendance data at informational night.	Schedule of evening event.

Commitment 2

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 (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey	We believe that the back to school night was an effective way to learn about my students' classroom expectations and school wide expectations.	80% felt back to school night was effective.
	We believe that the safety protocol pamphlet was informative and helpful in learning about school safety procedures.	80% felt the pamphlet was helpful for understanding safety procedures at CCS.

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

55% of families who are enrolled at CCS showed up for safety informational Q and A.

COMMITMENT 3

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	

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?

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 (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

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 4

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

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p>	
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	

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?

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 (e.g. % agree or strongly agree)
Student Survey		
Staff Survey		
Family Survey		

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.

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	Enhancing Principal Leadership
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	Principals will participate in principal leadership development. This will help to support and strengthen leadership skills of principals to then lead their buildings more effectively, providing an environment where kids are learning to their fullest potential and teachers feel supported and encouraged in their work.

Evidence-Based Intervention

☐ 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	

Evidence-Based Intervention

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
Kathryn Dwyer	MS/HS Principal
Nicole Calnon	Elementary Principal
Loretta Fowler	Superintendent
Elizabeth LaBare	Teacher
Alexandra McKellar-Jones	Teacher
Megan Nemier-Green	Teacher
Valerie Dalton	Parent
Courtney Leonard	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
5/2/2022		X				
5/12/22	X					
5/20/22	X					
6/7/22	X					
6/13/22	X					
6/14/22	X					
6/15/22			X	X		
6/29/22					X	
7/5/22					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

Each team member interviewed 3-5 students. These questions informed the committee of the values of the students and the student perspective of our district. The committee shared their responses with the group after completing each interview. We learned that students are feeling overwhelmed and need help in executive functioning. We then decided to create a homeroom “home base” so each student has a check in teacher assigned to them to build and foster relationships. We also decided to focus on teaching middle school students executive functioning skills in a class centered around time management, organization, and learning study skills.

Equity Self-Reflection

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

Each member was given the Equity Self-Reflection survey via email. Each team member completed the survey on their own before attending the meeting. The committee reviewed each principle separately, discussing strengths and areas of growth. The committee came to the conclusions that we need to focus on building positive relationships with families and community members, sharing our safety protocols, classroom procedures and curriculum, and improving on communication.

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.