



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Charlotte Valley Central School	Charlotte Valley Central School	K-12

## Collaboratively Developed By:

### **The Charlotte Valley SCEP Development Team**

**SCEP Team Members:** Mike Waters, Kelly Coons, Matt Jones, Stacey Sinstack, Rob Hildebrant, Eric Miller, Megan Hassick, Renee Moyse, Kimberlea Curran, Maia Decker, Carolyn Cooper

*And in partnership with the staff, students, and families of Charlotte Valley 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 1

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to fostering a positive school climate that strengthens relationships and creates a foundation for engaged learning.</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>The mission of Charlotte Valley is <i>Empowering Students Today to Conquer the Challenges of Tomorrow</i>.</p> <p>Our goal is to engage all students in a manner that helps them understand the changing world they live in and how to navigate their world as an informed citizen.</p> <p>A community and staff climate survey and student interviews were conducted at the end of the 2021-2022 school year. Both provided useful feedback and data surrounding the school climate.</p> <p>Based on this data, school climate and culture will continue to be a top priority as we start the year. The hope is that as the climate of the district improves, so will our attendance rates and levels of academic achievement. Similarly, disciplinary referral numbers should diminish as students feel welcome and safe throughout the school day.</p> <p>As we improve our relationships with all stakeholders, we hope to foster an environment that is nurturing and valued by all members of the Charlotte Valley community. The district should and will be the center of support for our Wildcat students and their families.</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?
<b>School Climate Team</b>	<p>The team will include representation from Staff, Parents, and Students in grades 5-12.</p> <p>Administration and representatives from new and veteran staff, parents, and students will meet monthly during Wednesday mentoring time</p> <p>The team will:</p> <ol style="list-style-type: none"> <li>Examine bullying data to determine whether incidents are bullying or conflicts and whether additional education is needed for staff and/or students.</li> <li>Explore potential of Restorative Practices or PBIS and next steps.</li> </ol>	<p>Climate team will collect a running tally of incidents that are classified as bullying, harassment or general violations of the Code of Conduct.</p> <p>Team will review attendance data quarterly.</p> <p>Create a schedule of dates and times for exploring Restorative Practices and/or PBIS.</p>	<p>Restorative Practices, PBIS Training opportunities for Climate Team</p> <p>Funds for incentives</p> <p>Funds to pay substitutes for teacher release time for training, meetings, etc.</p>
<b>Student Mentoring Program</b>	<p>School is sustaining a student/teacher mentoring program. Students meet weekly with mentors to discuss a variety of topics.</p> <p>Coordinate with Mentoring Committee to</p>	<p>The Mentoring Committee will discuss the success of each quarter's activities by reviewing the list of activities and monitoring the number of students</p>	<p>Funds for student mentoring activities</p>

Commitment 1

	<p>investigate student to student mentoring opportunities.</p> <p>Collective student mentoring events will occur quarterly.</p>	who participated.	
<b>Parent Communication</b>	The administration will work in collaboration with staff and families to improve communication and to select and implement a unified for communicating with parents.	Administration to establish a single platform to be used across all stakeholders	<p>Administration in collaboration with Technology Coordinator</p> <p>Funds to pay for digital platform</p>
<b>Staff &amp; Administration Communication</b>	<p>Instructional Leaders will develop and implement a plan for improving communication with their teams.</p> <p>Committees and teams will use a meeting protocol with a note-taker to convey take-aways.</p> <p>Administration will share a monthly schedule of staff meetings with focused agendas/topics and follow-up communication; offer alternative access to meetings to increase attendance.</p> <p>All staff meetings occur monthly w/ full attendance.</p>	A quarterly staff survey will be used to measure the impact of communication improvements.	<p>Instructional Leaders</p> <p>Principal</p>
<b>Teacher Mentoring Program</b>	Administration will develop and implement a plan to utilize new teacher mentoring more effectively. Ideas to	Mentee survey offered quarterly to determine needs and measure success	Funds for mentors to attend mentor training through ONC BOCES.

Commitment 1

	<p>consider include:</p> <ul style="list-style-type: none"> <li>a. Strengths and opportunities for current new teacher mentoring program.</li> <li>b. Strengths and opportunities for new teacher orientation in late summer</li> <li>c. Required mentor training to improve practices</li> <li>d. Required meetings with staff developers for new teachers</li> <li>e. Monthly meetings with mentors and mentees to discuss topics of interest</li> </ul>	<p>of the current plan.</p> <p>Principal will observe mentees by using walkthroughs at unannounced times. These walkthroughs will be non-evaluative.</p>	<p>ONC BOCES staff developers will provide new teacher coaching during the 2022-2023 school year.</p>
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## 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)
<b>Student Survey</b>	<b>Grades 3-6:</b> I like coming to school. (Agree/Disagree) I feel like I belong at school. (Agree/Disagree) I am proud to go to CVCS. (Agree/Disagree)	72% will Agree (67% Agreed in Spring 2022) 77% will Agree (72% Agreed in Spring 2022) 78% will Agree (73% Agreed in Spring 2022)
	<b>Grades 7-12:</b> I like coming to school. (Agree/Disagree) I feel like I belong at school. (Agree/Disagree) I am proud to go to CVCS. (Agree/Disagree)	Establish baseline data for grades 7-12 at 10 weeks and compare to Spring 2023 data.
<b>Staff Survey</b>	The well-being <i>of staff</i> is a priority at this school.	47% will Agree/Strongly Agree (37% Agreed/Strongly Agreed in Spring 2022)
	Discipline is handled in a fair and consistent manner, resulting in a positive learning environment.	33% will Agree/Strongly Agree (23% Agreed/Strongly Agreed in Spring 2022)
	Communication at this school is clear and consistent.	25% will Agree/Strongly Agree (5.6% Agreed/Strongly Agreed in Summer 2022)
<b>Family Survey</b>	My child enjoys coming to school each day.	67% will Agree/Strongly Agree (62% Agreed/Strongly Agreed in Spring 2022)
	Discipline is handled in a fair and consistent manner, resulting in a positive learning environment.	38% will Agree/Strongly Agree (28% Agreed/Strongly Agreed in Spring 2022)
	This school provides me with communication (e.g., e-	57% will Agree/Strongly Agree (52%

### Commitment 1

	mails, online newsletters, written communication) that is easy to access.	<i>Agreed/Strongly Agreed in Spring 2022)</i>
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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.

#### **Charlotte Valley Chronic Absenteeism Rates for 2021-2022:**

	2020-21	EOY GOAL	May 2022
Elementary	32%	22%	11%
Secondary	41%	31%	24%
Elementary SWD	30%	20%	14%
Secondary SWD	32%	22%	30%
Elementary ED	25%	15%	14%
Secondary ED	33%	23%	27%

**For the 2022-2023 school year, Charlotte Valley will decrease Chronic Absenteeism Rates by 5%.**

- A. All Students Elementary: decrease to 6%
- B. All Students Secondary: decrease to 19%
- C. Students with Disabilities Elementary: decrease to 9%
- D. Students with Disabilities Secondary: decrease to 25%
- E. Economically Disadvantaged Elementary: decrease to 9%
- F. Economically Disadvantaged Secondary: decrease to 22%

**Charlotte Valley will reduce Discipline Referrals for All Students and for Students with Disabilities in 2022-23.**

- A. 199 referrals (or fewer) in 2022-23. (226 referrals in 2021-22; 221 referrals in 2020-21)
- B. 35 (or fewer) referrals will be for Students with Disabilities. (41 in 2021-22).



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2022-23?</b></p>	<p>We are committed to strengthening our ability to provide a cohesive, consistent, rigorous and incremental curriculum in order to improve student outcomes in literacy and math.</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>We seek to establish curricular coherence by grade level and across all content areas. With greater coherence, students will have a more consistent, positive academic experience, where expectations for their learning in each class are clear.</p> <p>This commitment emerged from a need to improve student academic outcomes in math and literacy. In order to achieve this, we will establish regular data team meetings at all grade levels to inform decision making.</p> <p>Star data indicates the need for increased focus on math and literacy outcomes, including reexamining, strengthening and aligning our curricula.</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?
<b>Curriculum Mapping</b>	<p>Coordinate with administration to choose mapping template for elementary and secondary teachers.</p> <p>Train teachers in curriculum mapping process and provide time for teachers to create maps.</p> <p>Use data team meeting time to discuss maps and horizontal alignment.</p> <p>Review data meeting minutes and identify areas that align with the current NYS Learning Standards and create a pacing chart for each grade level/content area.</p> <p>Data meeting minutes will reflect discussions of horizontal alignment.</p> <p>Curriculum mapping will be a standing agenda item at Instructional Leader meetings each month.</p>	Teachers will submit updates or current version of each curriculum maps to Instructional Leaders and administration each quarter.	<p>RPC Specialists and ONC BOCES Staff Developers to support mapping process</p> <p>Instructional Leaders</p> <p>Principal</p>

Commitment 2

<b>Data Team Meetings</b>	<p>RPC Specialists and ONC BOCES Staff Developers establish protocol for data meetings and train teachers in data meeting protocol during first semester. Data protocol meetings will include attendance records, agendas, minutes, action steps.</p> <p>Bi-weekly data team meetings built into master schedule for K-6.</p> <p>In grades 7-12, establish bi-weekly schedule for data meetings by department.</p>	<p>Staff Developers and RPC Specialists will establish protocols and lead meetings during first and second quarters. In third and fourth quarters, they will monitor meeting records.</p>	<p>Data meeting schedule, spaces</p> <p>Explore Data Coordinator position.</p>
<b>Math Program Implementation</b>	<p>Purchase Into Math curriculum for grades K-5.</p> <p>K-5 teachers will receive training in Into Math in late summer and during fall conference days. ONC BOCES staff developer specializing in math will provide classroom coaching during her onsite days.</p> <p>Continue E-Math curriculum for grades 6-12.</p>	<p>Administer Into Math benchmark assessments and discuss results at bi-weekly grade-level data meetings.</p>	<p>Funds for the Into Math curriculum and professional development from Into Math. Additional funds allocated for ONC BOCES math staff developer.</p>
<b>Investigate Reading/Literacy curriculum</b>	<p>1. Utilize October 7 conference day to complete tiered reading inventory to re-examine reading/literacy curriculum to determine needs and resources moving forward.</p>	<p>By May 2023, K-5 teachers will make decision about supplemental materials for reading instruction to purchase for the 22-23</p>	<p>RPC Specialists and ONC BOCES Staff Developers to support completion of reading inventory and</p>

Commitment 2

	<p>2. Utilize March conference day and/or spring early release day to examine existing curricular materials and needs.</p> <p>3. During the 22-23 school year, cohorts of teachers will participate in LETRS (Language Essentials for Teachers of Reading &amp; Spelling) and Orton Gillingham intensive training during the school year.</p> <p>4. Teachers from these training cohorts and other interested teachers will review inventory and existing materials and consider purchase of supplemental reading materials for 22-23 school year.</p>	<p>school year.</p>	<p>curricular materials.</p> <p>ONC BOCES Staff Developer will provide classroom coaching to LETRS cohort teachers.</p>
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## 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)
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

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.

**Math Outcomes:**

- For grades K-5, we will establish baseline scores for Into Math pre and post assessments.
- For grades 7-12 math, 80% of students will achieve 5% growth from the pretest to post-test.
- In grades 3-8, 40% of students will achieve proficiency on state math assessment in Spring 2023.

**Reading Outcomes:**

- 60% of students in grades 2-12 will be at benchmark by May 2023.

## 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	Principal Development
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	The new CSI principal will also attend quarterly "coaching sessions" through NYS Ed. The principal will participate in monthly ONC BOCES regional Principals Academy sessions where best practices in instruction, special education, standards, and school climate are regularly discussed.

## 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:

<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>	

## Evidence-Based Intervention

**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
Mike Waters	Principal
Kelly Coons	Elementary Special Education Teacher & CSE Chair
Matt Jones	Elementary Teacher
Renee Moyse	Elementary Special Education Teacher
Stacey Sinstack	Elementary School Guidance Counselor
Rob Hildebrandt	Secondary School Guidance Counselor
Eric Miller	Secondary Math Teacher
Megan Hassick	Elementary Math Teacher
Kimberlea Curran	Parent
Maia Decker	Parent
Carolyn Cooper	ONC BOCES Staff Developer

## 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
3/28/22	X					
4/4/22- 5/19/22	X					
4/25/22		X				
5/20/22		X		X		
5/23/22			X	X		
6/13/22			X			
7/11/22					X	
7/14/22					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**

We interviewed students in grades 3-12; the collected data was reviewed by the team and themes extrapolated. For example, from student concerns about bullying, we created a School Climate Team that will address the themes identified in interviews.

### Equity Self-Reflection

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

The team's discussions of the Equity Self-Reflection led to strategies under Commitment 1 for increased student leadership, exploration of PBIS initiatives, and student-to-student mentoring.

## 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.