New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

School Comprehensive Education Plan

2022-23

District	School Name	Grades Served
West Canada Valley Central School District	West Canada Valley MS/HS	7-12

Collaboratively Developed By:

The West Canada Valley MS/HS SCEP Development Team
Glenn Broadbent, Principal/Parent
Nancy Andress, CASDA Consultant
Susan Stoya, CASDA Consultant
Christopher Pullman, Teacher
Abigail Rose, Teacher
Anne Murphy, Teacher
Andrew De Jesus, Teacher
Gretchen Blynt, Teacher/Parent
James Elwood, Parent

And in partnership with the staff, students, and families of West Canada Valley MS/ HS

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 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 2022-23 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the How Learning Happens framework, such as "*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*" could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school's values and aspirations.

Strategies

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for Team

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

- Requirements for Meaningful Stakeholder Participation SCEP
- Guidance on Interviewing Students in Advance of Developing the SCEP
- Equity Self-Reflection for Identified Schools
- How Learning Happens

- Writing Your SCEP
- Developing Your SCEP -- Month by Month

COMMITMENT 1

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to create a welcoming environment for both our students and families by fostering relationships.
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?*	District MIssion Statement: "Through a cooperative effort, parents, community, and the West Canada Valley Central School District are committed to preparing responsible, caring, and productive citizens. With a commitment to excellence, we will provide an atmosphere in which all students can reach their fullest potential as life-long learners." Many students identified this commitment as a need in their student interview focus groups by stating that there is a lack of respect among students, increased conflict both in school and on social media, there is a need for increased social events, clubs, class trips, and pep rallies; and that bathroom areas were a troubled area of the school. Students also indicated that due to COVID: Communicating with friends was difficult; there was a loss of instructional time due to addressing masks issues; online assignments have become the norm, but most students prefer "paper and pencil"; and that they felt that academically they were behind and unprepared for major exams and Regents. Students indicated that students have increased anxiety and depression since returning from COVID learning. A student survey conducted at the end of the school year reiterates the desire by students interviewed to have additional activities throughout the school year. In the survey, 56 percent of students stated that they strongly agree or agree, while 29% were neutral when answering: "The school creates a welcoming environment and provides activities for students." Meanwhile, when completing the Equity Self-Reflection, we discussed the need to give students more say in the learning that occurs in classrooms. The school found that in both the student interviews and the Equity Self-

	Reflection, there is a need for opportunities to explore equity, diversity, and social emotional needs.

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?
Continue utilizing ParentSquare and add StudentSquare.	Provides avenues for streamlining communication with families and students. Attendance notifications. Parent buy-in and sign-up at 7th and 8th grade orientation.	Analyze usage data (mid and end of school year) Survey staff and families (mid and end of school year) to determine increased family and staff communication.	Money (Approximately $5 per student enrolled). Training new staff.
Providing field trips, after school short trips, pep rallies, dances, and other events.	Organizing and planning trips that promote fostering relationships among staff and students. Coordinate with busing.	Record student attendance. Survey students.	Money. Transportation. Staff volunteers and chaperones. Planning events and trips.
Providing after school buses.	Organizing an after school bus schedule. Meeting with the transportation director.	Provide opportunities for social interaction.	Funding. Scheduling.
Social Emotional Learning	NYS Police Social Media Presentation. Denali Group Strengths Assessment Test and Assembly for seventh and tenth graders. **Bring guest speakers for assemblies.**	Student post surveys	Money. Scheduling programs

Continuation of Book Circle, Sewing Circle, and Debate. Implementation of additional afterschool activities.	Select and order book selections related to Social Emotional Learning (SEL). Create an online forum for organizational and discussion purposes. Schedule and hold monthly meetings after school.	Attendance and grade levels of participation.	Money. Late bus availability. School support and promotion.
Organizing a seventh and eighth grade orientation.	Organize the event with staff members.	Participation in the event. Feedback from students and parents.	Funding. Staff volunteers.
Unity Challenge/Field Days (Spring)	Organize the event with staff members.	Participation in the event. Feedback from students.	Money for prizes, trophies, food, and games.
Provide opportunities for student voice.	Through surveys, student council, and student interviews within the school year.	Student participation and feedback.	Time.

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	The school creates a welcoming environment where students feel safe and accepted. The school provides extracurricular activities (afterschool programs, field trips, dances, clubs, etc.) for students.	90% agree or strongly agree 90% agree or strongly agree
Staff Survey	This school communicates with families and the community. The school positively fosters relationships. (The 2021-22 survey question was split into two separate questions in order to attain more specific data for the 2022-23 plan).	80% agree or strongly agree 80% agree or strongly agree (96% of teachers agreed or strongly agreed in the 2021-22 survey).
Family Survey	The school is welcoming to my child and makes connections with families.	75% agree or strongly agree (74% agreed or strongly agreed in the 2021-22 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.

90% of students will agree or strongly agree with the statement: "The school creates a welcoming environment where students feel safe and accepted."

90% of students will agree or strongly agree with the statement: "The school provides activities for students."

80% of staff will agree or strongly agree with the statement: "The school communicates with families and the community."

80% of staff will agree or strongly agree with the statement: "The school positively fosters relationships."

70% of families will agree or strongly agree with the statement "The school is welcoming to my child and makes connections with families."

ParentSquare and StudentSquare data collection will provide the school with increasing parental and student usage.
The school will collect and analyze increasing monthly participation in afterschool programs.
The school will collect and analyze data regarding students' involvement in afterschool programs, trips, and events.

COMMITMENT 2

Our Commitment

What is one commitment we will promote for 2022-23?	We commit to strengthening our ability to provide a cohesive, relevant curriculum and instruction.
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?*	Students indicated during the student focus groups that they wanted more opportunities to talk during lessons; hands-on and small group work; they struggled with online learning and prefer paper-and-pencil work; they are overloaded with homework and classwork curriculum moved too fast; and wanted student choice within lessons. In addition, students indicated that the school offered a lot of academic opportunities through electives, College Now classes, and AP. Students further stated that they want to be able to contribute more to the school. In the 2021-2022 end-of-year student survey, 76 percent of students strongly agreed or agreed that overall their classes were engaging. Likewise, 87% of staff agreed or strongly agreed that the school has clear and consistent expectations within the classroom. We believe as a school that our students need to share common curricular experiences and consistency among classrooms in order to prepare them for success. When completing the Equity Self-Reflection, the team found that we need to facilitate teaching and learning practices that enable individuals to grow as independent learners, think critically, make meaning of new concepts in multiple ways, include conversations on diversity and equity, and apply learning to meaningful real-world situations.

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?
Provide clear objectives to students at the beginning of each class.	Various methods used to communicate daily objectives (board, Google Classroom, orally, etc.)	Observations and informal walkthroughs.	Time.
Structured meetings and collaboration opportunities across grade levels to discuss common concerns.	Frequent "child study," attendance, and grade level meetings.	Teacher feedback. Coordination with counseling staff and parents.	Time. Participation of teachers, counseling, and administrative staff.
Professional Development for teachers on instructional strategies.	Work with an instructional coach and/or CASDA to set up training on high impact instructional strategies including flexible grouping, higher-order questioning, topics of diversity and equity, relationship building, and student feedback. Teachers will align standards-based curriculum horizontally and vertically	Informal walk-throughs will be conducted to ensure that teachers are using high impact instructional strategies. Teacher feedback regarding professional development attended.	Time set aside for professional development (PD). Money. Coordination with Capital Area School Development Association (CASDA)

	implement the use of common, researched-based instructional strategies.		and the instructional coach.
Creating consistent syllabi.	Creating consistency among syllabi (grading and attendance expectations, classroom rules, homework expectations, and summary of content/units, and parent preference for contact) sent home and signed by parents at the start of the school year.	Teacher feedback. Review and approval by administration.	Time.
Continuation of completing and implementing curriculum maps.	Teachers will align curriculum vertically with the grade levels below and above them to implement the use of common, researched-based instructional strategies.	Teacher feedback. 100% completion of all curriculum maps by teachers. Updated curriculum maps that were completed prior to the school year.	Time set aside for PD. Money. Coordination with CASDA and the instructional coach.
Continuation of a one-to-one Chromebook distribution and use of Google Classroom for instructional purposes.	Purchasing and distribution of additional Chromebooks for students to utilize at school and home. Several Chromebooks have been accidentally damaged due to students transporting the Chromebooks between school and home.	Teacher feedback.	Money for additional Chromebooks. Technology staff to address Chromebook damage and repairs if possible.

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	Overall, I feel that I am receiving a quality education at West Canada Valley.	Midyear: 70% agree or strongly agree End of Year: 90% agree or strongly agree
Staff Survey	I agree that the school has clear and consistent learning expectations.	Midyear: 80% agree or strongly agree End of Year: 90% agree or strongly agree (87% agreed or strongly agreed in the 2021-22 end-of-year survey).
Family Survey	Overall, I feel that my child is receiving a quality education (collaboration, clear objectives, and engaging strategies) at West Canada Valley.	Midyear: 70% agree or strongly agree End of Year: 90% agree or strongly agree

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.
100% of teachers will have completed curriculum maps and has started working on vertical alignment of maps. 100% of parents will return a signed form stating that they have read and received a copy of their child's class syllabus.

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 and Support from CASDA
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	To assist in strengthening Commitment #2 and our ability to provide a cohesive, relevant curriculum and instruction.

☐ Clearinghouse-Identified

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

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
Glenn Broadbent	Principal/Parent
Nancy Andress	CASDA Consultant
Susan Stoya	CASDA Consultant
Christopher Pullman	Teacher
Abigail Rose	Teacher
Anne Murphy	Teacher
Andrew De Jesus	Teacher
Gretchen Blynt	Teacher/Parent
James Elwood	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
5/18/22	X					
5/18/22	X	X	X	X		
6/23/22		X	X	X	X	
6/24/22		X	X	X	X	
6/28/22		X	X	X	X	
6/29/22		X	X	X	X	
7/1/22					X	

Learning As A Team

Directions

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

Student Interviews

Describe how the Student Interview process informed the team's plan
The student interviews offered the team a focus for developing the 22-23 SCEP Plan. Students revealed that there is a lack of respect among students, increased conflict both in school and on social media, there is a need for increased social events, clubs, class trips, and pep rallies; and that bathroom areas were a troubled area of the school. Students also indicated that due to COVID: Communicating with friends was difficult; there was a loss of instructional time due to addressing masks issues; online assignments have become the norm, but most students prefer "paper and pencil"; and that they felt that academically they were behind and unprepared for major exams and Regents. Students indicated that students have increased anxiety and depression since returning from COVID learning.   This influenced Commitment 1. Student voice was a need. They students also offered suggestions on better student engagement in lessons particularly hands-on learning activities and small group work. Students indicated that they wanted more opportunities to interact through trips, afterschool programs (book circle and clubs), and events. This impacted Commitment 2 as curriculum work must continue with a focus on creating high-impact, engaging teaching strategies, and inclusion of topics of equity and diversity. Students need to grow as independent learners.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan
The student interviews revealed the need to develop ways to get feedback from various stakeholder groups, especially students. The team needs to collect stakeholder's impressions and experiences. Surveys and student interviews throughout the year will address this.The survey also made it clear to team members that we must continue the SEL programs and provide instruction on critical reasoning, and positive self-image. There was also a need to include more opportunities to discuss topics of equity and diversity.

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.