

Carmel School District Comprehensive Strategic Plan October 24, 2023

Research and Findings by

Syracuse University's Office of Professional Research and Development (OPRD).



The last time Carmel engaged in Strategic planning was in 2016 and 2017 which resulted in the 6 C's

Critical Thinking | Collaboration | Communication | Citizenship | Creativity | Compassion



What is strategic planning and why do it?

**“The best way
to predict
the future
is to
create it.”**

Abraham Lincoln



GROWTH MINDSET

MISTAKES
HELP ME LEARN

I IMPROVE
WITH PRACTICE

FEEDBACK
IS VALUABLE

IS THIS MY BEST
WORK?

I WON'T
GIVE UP



FIXED MINDSET

I KNOW
BEST

I'LL NEVER BE
THAT SMART

I WANT TO
AVOID MAKING
MISTAKES

THIS IS GOOD
ENOUGH

I GIVE UP



Critical Thinking | Collaboration | Communication | Citizenship | Creativity | Compassion

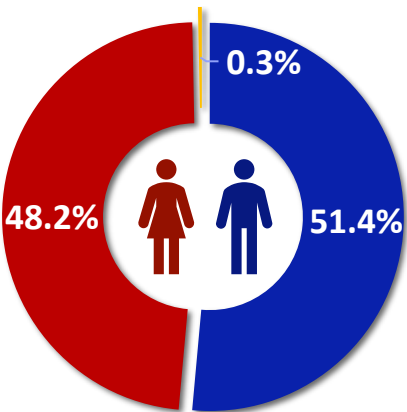


2022-2023 CCSD STUDENT DEMOGRAPHICS

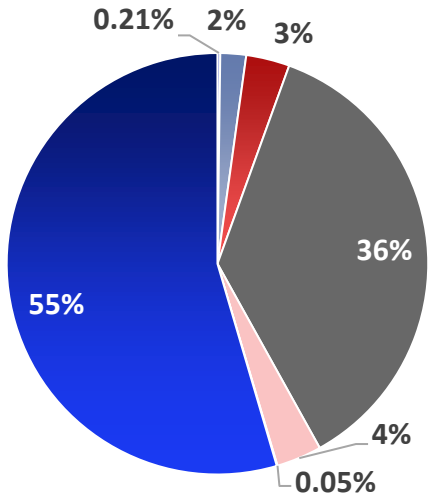
TOTAL K-12 PUBLIC SCHOOL STUDENTS



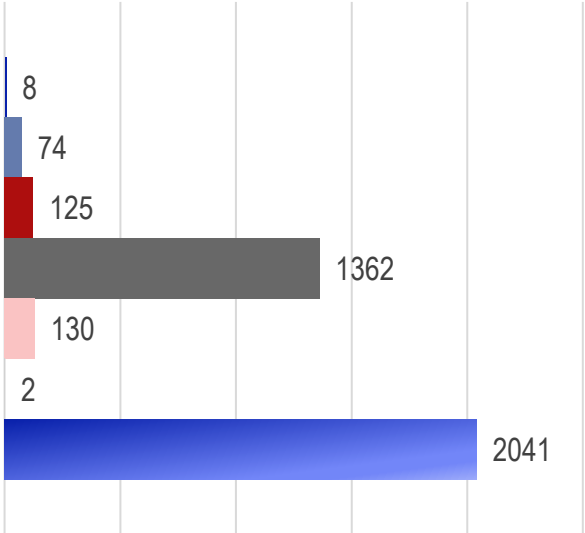
STUDENTS BY GENDER:



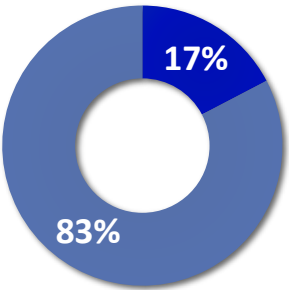
STUDENTS BY ETHNICITY:



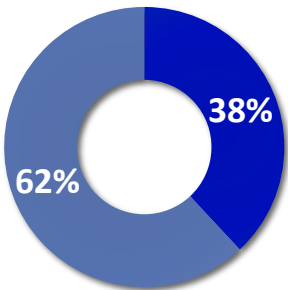
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Multiracial
- Native Hawaiian/Other Pacific Islander
- White



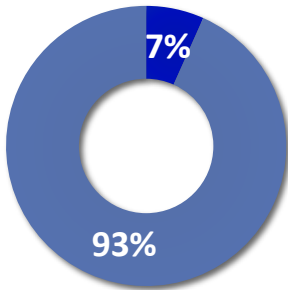
IEP



Poverty



LEP



Carmel Central School District Mission and Vision

Our District's Mission

The Carmel Central School District educates the whole student through partnerships to become lifelong learners in an everchanging world.

Our District's Vision

We embrace individuality, provide opportunities for students to discover and pursue their passions, and ignite a desire to learn.

Critical Thinking | Collaboration | Communication | Citizenship | Creativity | Compassion



Carmel Central School District Core Values

We Believe:

- Students are the priority
- Individuals thrive when they feel safe, supported and respected
- Community partnerships are essential
- Trust is fundamental
- Every person has intrinsic value
- High expectations are imperative



Carmel Central School District

Six “C”s

Critical Thinking:

Analyze and Synthesize Information
Employ Divergent Thinking
Practice Self-Reflection

Citizenship

Demonstrate Civic Responsibility and Pride
Embrace Diversity
Engage in Community

Compassion

Consider Others’ Viewpoints
Demonstrate Empathy
Show Kindness

Creativity

Explore Artistic Opportunities
Identify and Pursue Passions
Think Innovatively

Collaboration

Work Productively with Others
Develop Partnerships
Navigate Social Environments

Communication

Actively Listen and Speak
Articulate Ideas and Knowledge
Practice Digital Responsibility

Critical Thinking | Collaboration | Communication | Citizenship | Creativity | Compassion



Strategic Planning Roadmap



Strategic Planning Activity Timeline

September 2022

- Conduct initial conversations with the Superintendent and key leaders (e.g., Administrative Cabinet) and document findings (field notes).
- Review these stakeholders' intent for this work to address desirable outcomes, understand their previous experiences with such planning studies and review potential protocols/frameworks and next steps.
- Identify (with these leaders) benchmark studies (comparable districts, for example).
- Review all planning materials from prior studies or those otherwise used within the district and in comparable districts (benchmarks)
- Follow up with individuals who conducted the studies if any clarification is required.

October 2022

- Review benchmark studies from regional schools to consider what, if any, aspects of those studies might be useful for Carmel Central Schools.
- Amend protocols if aspects of other studies are high value to BOE/Administrative Cabinet.
- Conduct a 5-year review of BOE meeting minutes. Videos were viewed and analyzed as indicated by relevant context in meeting minutes.
- Begin a 10-year review of student achievement data available, including historical performances of subgroups.

November 2022

- Interview BOE members to provide context and encourage study ownership and buy-in.
- Schedule Zoom meetings with BOE members over the course of a week. Key areas of inquiry include: the district's historical and current strengths and weaknesses, points of leverage, how the study will quantify or describe student achievement (what will "count").
- Share field notes with each interviewee and reconcile any confusion between researcher's documents and BOE member perspectives.

December 2022/January 2023

Over two days on-site:

- Conduct focus groups as noted.
- Document and analyze data from all focus groups resulting in hundreds of pages of raw data.

January 2023

- Work with stakeholders (and analyze data gathered to date) to make decisions about the best formats in which to present data and emerging findings.

February/March 2023

- Administer School Climate surveys to parents, students, and staff, and analyze results. Note that the teacher survey is anchored in the Diagnostic Tool for District and School Effectiveness and will shed light on where instructional practices and related support may be improved, whereas typical "school climate" surveys cannot.

May/June 2023

- Analyze School Climate survey data and compile findings and related reports.

July 2023

- Finalize the 10-year review of academic achievement data.
- Prepare sub-report for the Diversity, Equity, and Inclusion Study Group including relevant data points and verbatim feedback.
- Obtain approval for no-cost project extension until December 31, 2023, to support the new Superintendent in translating findings during a leadership transition.

September 2023

- Begin to translate study parameters to new leadership.
- Develop a related template to aid leaders and potential study teams in mapping action steps to key findings.

October 2023

- Review leaders' initial attempts to map action items in the priority area "Diversity, Equity and Inclusion" and "Track Instruction Improvement Over Time."



How to access the timeline



The screenshot displays the Central School District website's navigation menu and the Strategic Planning page. The navigation bar at the top includes links for District Information, Board of Education, Schools, Departments, Parents & Community, and Staff. The left sidebar lists various district topics, with 'Strategic Planning Process' highlighted. The main content area features the title 'STRATEGIC PLANNING' and a section for 'STRATEGIC PLAN UPDATES' dated November 22, 2022. The update text describes the district's collaboration with Syracuse University's Office of Public Research and the ongoing process of developing a new strategic plan.

District Information | **Board of Education** | **Schools** | **Departments** | **Parents & Community** | **Staff**

Superintendent Search
About our District
• **Leadership**
Budgets & Audits
Calendars
School Closings
• **District Notices & Forms**
• **Policies & Procedures**
Strategic Planning Process
District Safety, Communication & Equity
Districtwide Safety Plan
• **Student Registration**
Employment Opportunities

STRATEGIC PLANNING

gan working with Syracuse University's Office of Public Research and
on to develop a new strategic plan that will help advance us forward over the

STRATEGIC PLAN UPDATES

November 22, 2022

ing already, there is still much more input to be collected to help us formulate a

g partner will be conducting focus groups with parents and community
istrict's climate. This is an opportunity for the community to provide valuable
process. We are looking to include a cross-section of our parents and
entation of our district population.



A closer look at the Enacted Scope of Work...

- Conducted initial conversations with district leaders to review project intent.
- Reviewed relevant planning materials from previous work (Maintain the District Vision, Mission, and 6 C's).
- Reviewed benchmark studies from regional schools to consider helpful elements.
- Conducted 5-year review of BOE meetings and a 10-year review of student achievement data focused on relevant issues for strategic planning. Board meetings where highly-relevant issues were raised were watched and analyzed.
- 1:1 Interviews with BOE members were offered. Six of seven members participated. Notes were approved by each participating Board Member.

- Twenty-six (26) focus groups were conducted over three days.
- School climate survey instruments were developed, modified based on feedback, and data were collected from 2,466 students, 991 parents and guardians, and 443 staff members.
- Vetted initial findings and related data points with DEI Committee (aka Study Team) to consider implications (what has been done and might be done to address findings).
- Provided ongoing updates to key district leaders to discuss progress, emergent barriers and solutions, and preliminary findings. (17 documented meetings between July 28, 2022, and October 18, 2023.)



A closer look at the Focus Groups...

On January 4th, 5th, and 6th, 26 Focus Groups met with Syracuse University's Office of Professional Research and Development (OPRD).

The **Focus Groups** were composed of:

- Students (3 Groups)
- Community Members (4 Groups)
- Parents/Guardians K-12 (4 Groups)
- Teacher Leaders (4 Groups)
- Department Specials (3 Groups)
- Support Staff (3 Groups)
- District PPS (2 Groups)
- Administrators (2 Groups)
- CCSD Managers and Directors (1 Group)

The **OPRD Team:**

- Conducted focus groups with key instructional stakeholders.
- Oriented discussions to include historical and current strengths and weaknesses and points of leverage in the school/community.
- Included key stakeholders identified by district leaders (e.g., employers, local politicians, industry leaders) in focus groups.
- Included parent representatives purposefully chosen to represent all grade levels, demographics, and extracurricular activity involvement in focus groups.
- Met with building- and district-level administrators in the final focus group and asked them to review all survey instruments and provide feedback.



A closer look at the Surveys...

Syracuse University's Office of Professional Research and Development (OPRD) in the School of Education developed a series of surveys to support NYS districts engaging in School Improvement Planning aligned with the New York State Education Department's Diagnostic Tool for School and District Effectiveness (DTSDE).

While such surveys are required when schools are identified under ESSA Accountability programs at the state level, these tools also support other school improvement and strategic planning work, including developing a Comprehensive District Education Plan. OPRD's tools are anchored in the Diagnostic Tool for School and District Effectiveness (DTSDE) developed by the New York State Education Department, which included 6 tenets:

- 1) Systems and Organizations
- 2) School Leadership
- 3) Effective Curriculum
- 4) Effective Instruction
- 5) Effective Systematic Approach to Socio-Emotional Learning
- 6) Effective Systems for Parent and Community Engagement



The Response...

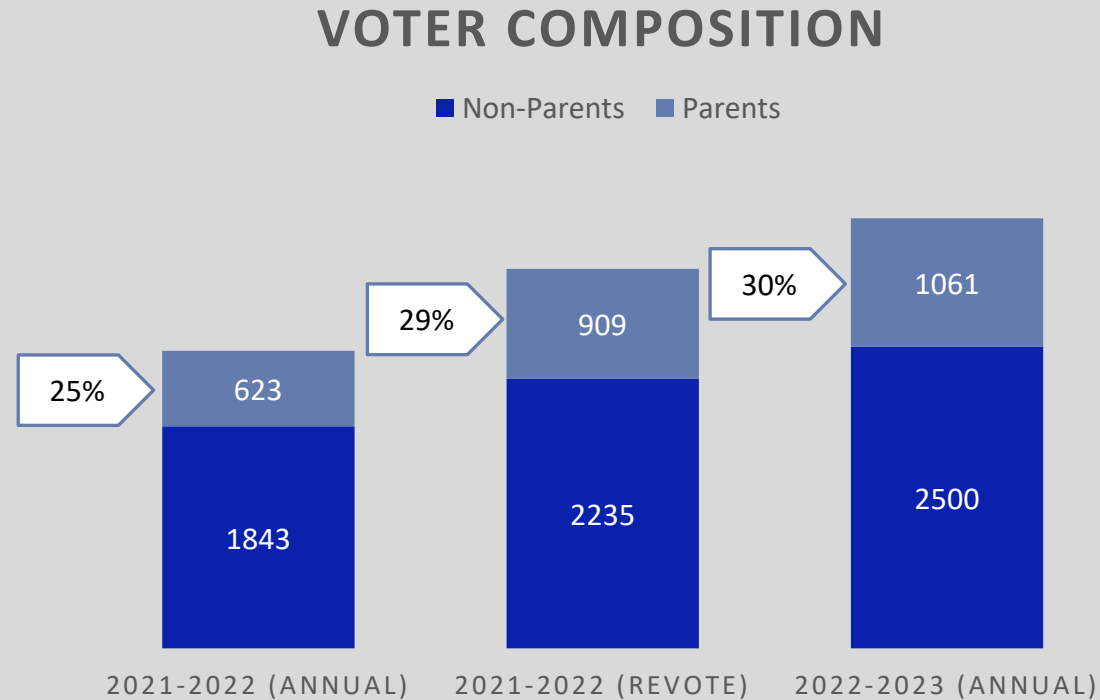
School climate survey data from:

- 2,466 students
- 991 parents and guardians
- 443 staff members



CCSD Budget Voter Trends

991 Parents responded to the survey. Compare that to the voter turnout



Strategic Planning Roadmap



5 Key Priorities and Goals: Action Plan

PRIORITIES	ACTION PLAN GOALS
Priority #1 – Diversity, Equity, and Inclusion	1. Refine practices and expand capacities in support of Diversity, Equity, and Inclusion.
Priority #2 – Safety and Security	2. Increase district capacity and infrastructure to ensure student and staff safety.
Priority #3 – Effective Governance Practices	3. Nurture effective governance practices at community, district, and building levels.
Priority #4 – Track Instructional Improvements Over Time	4. Monitor implementation fidelity across buildings, grade levels, and classrooms for key instructional initiatives and use data to document needs and inform mid-course corrections.
Priority #5 – "One Carmel"	5. Monitor School Climate with valid measures to assess shifts in perceptions and experiences and strive to make all families, students, and staff feel like a part of "One Carmel."



Action Plan In Development

Priority #1: Diversity, Equity, and Inclusion

"Refine practices and expand capacities in support of Diversity, Equity, and Inclusion."

- ☐ All 5 buildings have equity teams that turnkey from the District Equity Team
- ☐ District equity team sub-committees are formed and created goals
- ☐ The District Equity Team established 3 actionable goals that will be completed by the 2023 - 2024 school year
- ☐ All instructional staff will be trained in bias-awareness training
- ☐ "Windows and Mirrors" implementation of K-12 instructional material
- ☐ "One Word" K-12 Project
- ☐ Paul Forbes "Learn - Lead - Live" Cohort and Series
- ☐ Implementation of Data Wise - focus on access
- ☐ MTSS Structure Implementation K-8 and District Level MTSS Team.
- ☐ Design and implementation of the W.I.N. (What I Need) period.
- ☐ All 5 buildings have PBIS teams
- ☐ Title IV dedicated to SEL instruction
- ☐ Kindergarten playdate with a bus run and welcome bucket!
- ☐ Recreation of the elementary report card to be standards based.
- ☐ Contract with Tangible Development to grow capacity within the District Equity Team
- ☐ Board of Education ad-hoc team for Diversity, Equity, and Inclusion



Work Template: Measuring Success Over Time

Priority #1: Diversity, Equity, and Inclusion

Goal Statement	Refine practices and expand capacities in support of Diversity, Equity, and Inclusion.
Benchmarks of Success (Targets)	<ul style="list-style-type: none"> Statistically significant positive shifts in students' and families' perceptions, experiences, and outcomes. A key measure would be a "sense of belonging" among students. Students are given the opportunity to provide input into classroom activities and practices.
Evaluation Plan	Data collection for 2023-2024 and beyond might include student surveys (items focused on the sense of belonging, specifically), focus groups, documentation of professional development, programs or approaches adopted, or other resources applied.
Name/Title of District Staff Completing Action Plan	
Plan to Implement	<input type="checkbox"/> 2023-2024 <input type="checkbox"/> 2024-2025 <input type="checkbox"/> 2025-2026 <input type="checkbox"/> 2026-2027

#	Action Steps What action steps will be implemented to direct the course of change?	Resources What resources are/could be available to implement the action step?	Timeline (Start/End)	Person(s) Responsible For implementing the action step	Progress and Next Steps of the action step	Status C – Complete IP – In Progress X - On Hold/Tabled	Measure of Success What data is used to evaluate the effectiveness/impact of the action step in meeting the Goal?
1.	Identify MTSS Tiers and provide the resources to implement and establish realistic timelines for implementation.						
2.	Ensure that plans for data collection (e.g., spring of 2024) are in place to document shifts in students' and families' perceptions, experiences, and outcomes.			District-level committee, building, and district leaders			
3.							
4.							



Action Plan in Development #2: Safety and Security

"Increase district capacity and infrastructure to ensure student and staff safety"

- ☐ Emergency Classroom Binders
- ☐ Inside Classroom numbering
- ☐ Outside classroom numbering
- ☐ Classroom Go Buckets
- ☐ Anonymous Alerts
- ☐ Uniform Districtwide IDs: Staff, Substitutes, Contractors, Visitors & Student Teachers
- ☐ Uniform Districtwide Lanyard: Substitutes, Contractors and Visitors
- ☐ Staff & Student District Emergency Information Guide
- ☐ Outside Entrance Numbering
- ☐ Classroom Evacuation Maps w/Alternative route
- ☐ Mandatory Drills (S.H.E.L.L.)
- ☐ Building Level Safety Teams
- ☐ District Level Safety Team
- ☐ Partnership with Security Firm
- ☐ Team Threat Assessment Training
- ☐ Partnership with local law enforcement



Work Template: Measuring Success Over Time

Priority #2: Safety and Security

Goal Statement	Refine practices and expand capacities in support of Diversity, Equity, and Inclusion.
Benchmarks of Success (Targets)	<ul style="list-style-type: none"> Staff, students, and families report a significant positive shift in feeling safe and secure at their school, particularly at the high school. X% annual decrease in the number of incidents (e.g., bus referrals)
Evaluation Plan	Data collection for 2023-2024 and beyond might include tracking incidents (e.g., bus referrals), improvement to physical plant as relevant, use of technology to improve safety or collaborations with local agencies to ensure staff/staff safety, and surveys of staff and students.
Name/Title of District Staff Completing Action Plan	
Plan to Implement	<input type="checkbox"/> 2023-2024 <input type="checkbox"/> 2024-2025 <input type="checkbox"/> 2025-2026 <input type="checkbox"/> 2026-2027

#	Action Steps What action steps will be implemented to direct the course of change?	Resources What resources are/could be available to implement the action step?	Timeline (Start/End)	Person(s) Responsible For implementing the action step	Progress and Next Steps of the action step	Status C – Complete IP – In Progress X - On Hold/Tabled	Measure of Success What data is used to evaluate the effectiveness/impact of the action step in meeting the Goal?
1.	Establish/utilize an existing team to consider security and safety improvements needed at all buildings and on buses.						Data to illustrate where resources are applied and improvements realized.
2.	Ensure that parallel Committees are working on the call for additional mental health support.						
3.	Explore and consider further technology applications to address security and safety concerns.						
4.							



Action Plan: Priority #3 Effective Governance Practices

"Nurture effective governance practices at community, district, and building levels."

Board Retreat August 2023-Roles and Responsibilities of the Board

Board Retreat September 2023- Characteristics of Successful Boards

Governance Meeting September and October - Board Goals in progress



Work Template: Measuring Success Over Time

Priority #3: Effective Governance Practices

Goal Statement	Refine practices and expand capacities in support of Diversity, Equity, and Inclusion.
Benchmarks of Success (Targets)	<ul style="list-style-type: none"> School leaders functioning/aligning school boards with school efforts/activities = vital to a school's functioning and connected to pupils' achievement. Create a model for shared accountability, a consensus on role expectations (i.e., board/superintendent relationship), and board delegates school operations to school leadership = Increase in leadership and school board performance. Effective school boards: 1) share values with the community and each other, 2) be collaborative with school staff, 3) establish strong communications, and 4) form a united team with the Superintendent—demonstrating strong collaboration and mutual trust.
Evaluation Plan	Data collection in 2023-2024 and beyond might include refined policies or procedures, training for leaders and stakeholders, focus groups, interviews, or surveys.
Name/Title of District Staff Completing Action Plan	
Plan to Implement	<input type="checkbox"/> 2023-2024 <input type="checkbox"/> 2024-2025 <input type="checkbox"/> 2025-2026 <input type="checkbox"/> 2026-2027

#	Action Steps What action steps will be implemented to direct the course of change?	Resources What resources are/could be available to implement the action step?	Timeline (Start/End)	Person(s) Responsible For implementing the action step	Progress and Next Steps of the action step	Status C – Complete IP – In Progress X - On Hold/Tabled	Measure of Success What data is used to evaluate the effectiveness/impact of the action step in meeting the Goal?
1.	Establish or utilize an existing committee to consider how data reflecting leadership (school, district, and BOE) compared to best practices may be used to nurture effective governance practices.						
2.	Explore communication patterns and identify best practices to be adopted.						
3.							



Action Plan In Development #4: Track Instructional Improvements Over Time

"Monitor implementation fidelity across buildings, grade levels, and classrooms for key instructional initiatives and use data to document needs and inform mid-course corrections."

- ☐ Partnership with The Reading League. Carmel Central School District is in its' 3rd year of implementation
- ☐ Professional development for all K-6 instructional staff on The Science of Reading
- ☐ Professional development for all 7-12 instructional staff on vocabulary implementation
- ☐ Implementation of CKLA (Core Knowledge Language Arts) literacy curriculum K-6
- ☐ Continued implementation of Math in Focus K-5
- ☐ SAVAAS Math program implementation grades 6-8.
- ☐ Implementation of the W.I.N. (What I Need) period across all elementary schools
- ☐ Alignment of "shared experiences" for all three elementary schools for field trips that align to the NYS Standards
- ☐ CCSD is in its 2nd year of implementing Data Wise for data collection and analysis
- ☐ Implementation of "Windows and Mirrors" K-12 instruction
- ☐ Partnership with DCC and WCC to provide a wide range of collegiate level courses for all students
- ☐ Review of practices and pre-requisites at the building level for access
- ☐ Review and recreation of the elementary report card and alignment to CKLA and the NYS Standards.
- ☐ Use of Branching Minds and Aimsweb data for K-8
- ☐ Review and analyze New York State Test Data to evaluate programs



Work Template: Measuring Success Over Time

Priority #4: Track Instructional Improvements Over Time

Goal Statement		Refine practices and expand capacities in support of Diversity, Equity, and Inclusion.					
Benchmarks of Success (Targets)		<ul style="list-style-type: none"> By 202X (?), X% of all students will demonstrate proficiency in Literacy and Math. By 202X (?) Students with Disabilities and English Language Learners will demonstrate significant gains in ELA and Math proficiency. Consistent instructional practices (programs, pathways, materials, or approaches) are established across buildings, grades, and classrooms. All schools have developed the capacity to serve SWD, ELL, and their families – both academic achievement and overall well-being. High school students are supported and prepared to transition to post-secondary education. 					
Evaluation Plan		Data collection for 2023-2024 and beyond may include teacher surveys or checklists reflecting key initiatives collected and analyzed over time, along with student achievement and work samples to consider shifts in outcomes documents and next steps.					
Name/Title of District Staff Completing Action Plan							
Plan to Implement		<input type="checkbox"/> 2023-2024 <input type="checkbox"/> 2024-2025 <input type="checkbox"/> 2025-2026 <input type="checkbox"/> 2026-2027					
#	Action Steps What action steps will be implemented to direct the course of change?	Resources What resources are/could be available to implement the action step?	Timeline (Start/End)	Person(s) Responsible For implementing the action step	Progress and Next Steps of the action step	Status C – Complete IP – In Progress X - On Hold/Tabled	Measure of Success What data is used to evaluate the effectiveness/impact of the action step in meeting the Goal?
1.	Review and identify research-based practices/ curricula, instructional changes, and staffing needed to achieve consistent instructional practices and support.						
2.	Identify and provide professional learning for new research-based practices/curricula and instruction.						
3.	Review high school dual-credit options, curricular rigor, and pathways, and determine actions to support high school students' post-secondary transition.						
4.	Identify practices and resources to meet the needs of students with disabilities and ELL students.						
5.	Determine how to monitor implementation (teacher surveys/focus groups or other mechanisms) to document where interventions are taking hold and where mid-course corrections are warranted.						



Action Plan In Development #5: "One Carmel"

"Monitor school climate with valid measures to assess shifts in perceptions and experiences and strive to make all families, students, and staff feel like a part of "One Carmel"

- ☐ Yearly climate survey distribution to our students grades 3-12
- ☐ Maintain stakeholder meetings to review data and adjust for mid-year corrections
- ☐ Kindergarten playdate, bus run and welcome bucket
- ☐ Implementation of Parent Square
- ☐ Community Forums – Dialogue on Race and Exploring the Symbols and Language of Hate
- ☐ Tri-States – Teachers and Administrators are currently undergoing training
- ☐ K-12 administrator book club – a book study where the administrative team can read, discuss and plan on how to support our students and building culture.
- ☐ Building and district discussions about access to programs, courses, curriculum and extra-curricular activities
- ☐ Implementation of 1 literacy program across all three elementary schools which includes pacing calendars, mapping, and K-6 vertical alignment
- ☐ Scopes and Sequences were created for all subjects in grades 7-12 to ensure alignment
- ☐ In 2022 – 2023, Pathways were created for all courses in grades 9-12.
- ☐ In 2023 – 2024, pathways will be created for all courses 5-8.
- ☐ In 2023 – 2024, CCSD is creating the "Profile of a 4th Grader, Profile of an 8th Grader" with a capstone component to match the Profile of a Graduate."



Work Template: Measuring Success Over Time

Priority #5: “One Carmel”

Goal Statement	Refine practices and expand capacities in support of Diversity, Equity, and Inclusion.
Benchmarks of Success (Targets)	<ul style="list-style-type: none"> • Build a broad and deep sense of community, purpose, and identity for "One Carmel." • By 202X, X% of students will demonstrate an increase in making appropriate choices and empathy toward others. • By 202X, students will proactively set and pursue challenging goals in Critical thinking, Collaboration, Communication, Citizenship, Creativity, and Compassion.
Evaluation Plan	Begin by emphasizing areas of strength in this improvement work. The quality of the teaching force is acknowledged, and the improvements in the use of technology are documented. Related, there is a growing community commitment to apply resources where needed.
Name/Title of District Staff Completing Action Plan	
Plan to Implement	<input type="checkbox"/> 2023-2024 <input type="checkbox"/> 2024-2025 <input type="checkbox"/> 2025-2026 <input type="checkbox"/> 2026-2027

#	Action Steps What action steps will be implemented to direct the course of change?	Resources What resources are/could be available to implement the action step?	Timeline (Start/End)	Person(s) Responsible For implementing the action step	Progress and Next Steps of the action step	Status C – Complete IP – In Progress X - On Hold/Tabled	Measure of Success What data is used to evaluate the effectiveness/impact of the action step in meeting the Goal?
1.							
2.							
3.							

Critical Thinking | Collaboration | Communication | Citizenship | Creativity | Compassion



Committee study group assignments promoting congruence of action plan steps

PRIORITIES	ACTION PLAN GOALS	Suggested Committee study group assignments and structure
Priority #1 – Diversity, Equity, and Inclusion	1. Refine practices and expand capacities in support of Diversity, Equity, and Inclusion.	District Equity Team<>Building Equity Team
Priority #2 – Safety and Security	2. Increase district capacity and infrastructure to ensure student and staff safety.	District Safety Team<>Building Safety Team
Priority #3 – Effective Governance Practices	3. Nurture effective governance practices at community, district, and building levels.	Board<>Governance Committee
Priority #4 – Track Instructional Improvements Over Time	4. Monitor implementation fidelity across buildings, grade levels, and classrooms for key instructional initiatives and use data to document needs and inform mid-course corrections.	Assistant Superintendent for Instruction <> Building Level Curriculum Councils.
Priority #5 – "One Carmel"	5. Monitor School Climate with valid measures to assess shifts in perceptions and experiences and strive to make all families, students, and staff feel like a part of "One Carmel."	District Shared Decision-Making Teams<> Building Site Based Teams



Strategic Planning Roadmap



Questions

