



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Scotia-Glenville Central Schools	Susan Swartz

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Instructional Decision Making
2	High Quality Feedback to Teachers
3	Increased Student Attendance

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Instructional Decision Making We commit to ensuring that every child has intentional learning opportunities that allow them to grow their unique potential.</p>
<p>Why is this a priority? <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 District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district mission and philosophy describes a learning environment ensuring every student the learning opportunities that allow them to grow their unique potential.</p> <p>It is important that our teachers and staff have the training to use qualitative and quantitative student data to identify the explicit needs of each student. This training will establish a foundation on which teachers can make instructional decisions that are grounded in evidence providing a chance for each student to grow. This training will also support our goal of implementing culturally responsive education practices.</p> <p>As students return to school in the 2022-23 school year, we anticipate a broad expanse of student needs. It will be critical that our teachers are equipped to identify strengths and needs and plan learning experiences accordingly, using the Culturally Responsive and Sustaining Framework provided by NYS.</p> <p>As with any effective curriculum, there are expected outcomes. Creating aligned checks for understanding will help to prioritize quality outcome data to analyze for instructional decision making.</p> <p>The middle school identified the meaningful learning element in the “How Learning Happens” framework as they created their commitment to engaging every child in meaningful learning that meets their needs. This element is directly aligned with the district priority for instructional decision making.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Make current and historical instructional data sets available to staff connected to students in grades 6-12.</p>	<p>Revisit and refine data protocol.</p> <p>Build data literacy around data conversations.</p> <p>Build capacity for teachers to access and apply data to impact instruction. Utilize Performance Matters (PM) - Linking data from other systems to PM, how to access the data, Interpret data, create reteaching plans, and reassess.</p> <p>Academic heads in collaboration with building principals will schedule and facilitate data meetings at a minimum of three times per year (quarter 1,2,3).</p> <p>Through data meetings (after each benchmark period), teachers and administrators will have discussions about students who are identified as</p>	<p>We anticipate these conversations will yield more students receiving the just-in-time interventions they need.</p> <p>Benchmark scores will show all students growing from one administration to the next.</p> <p>All teachers in ELA, Math, Science and Social Studies will have accessed Performance Matters at least three times throughout the year.</p> <p>All teachers in the four core subjects will have participated in data conversations using the data protocol.</p>	<ul style="list-style-type: none"> - Time during monthly meetings to train teachers on the use of PM, data protocol and data analysis in PM and how to plan next steps in instruction and/or interventions based on data trends. - Training will be provided by Performance Matters.

Priority 1

	<p>at-risk, meeting grade level standards, or exceeding grade level standards.</p> <p>Group will identify instructional implications for students.</p>		
<p>Student centered coaching cycles with an instructional coach.</p>	<p>In grades k-8, select teachers in the 4 core subject areas, will participate in student centered coaching cycles.</p> <p>This instructional coaching will provide teachers opportunities to analyze data and plan for instruction using high impact teaching strategies, specially designed instruction, differentiated instruction, student success criteria and culturally responsive instruction/practices.</p>	<p>Goal reports from the instructional coach.</p> <p>Survey data will show implementation of specially designed instruction, differentiated instruction, and student success criteria from teachers.</p> <p>Administrators will continue to conduct informal observations and gauge the extent to which teachers are implementing high impact teaching strategies.</p>	<ul style="list-style-type: none"> - Funding to support instructional coach - Schedule instructional coach six week cycles - Building principals and academic heads identify staff to work with the instructional coach.
<p>Professional learning for teachers will be aligned to instructional leader support. (Build common language and expectations.) Focus on how to use diagnostic information/data protocols.</p>	<p>Teachers will have four designated Monday meetings with an instructional coach to create an understanding regarding the importance of the high impact teaching strategies, student success criteria, checks for understanding and culturally responsive practices/instruction.</p> <p>Teachers will have opportunities to engage in collaborative learning and articulate what successful use of targeted strategies looks like in practice.</p>	<p>Administrators will see evidence of the application of high impact teaching strategies, student success criteria, checks for understanding, and culturally responsive practices/instruction through informal walkthroughs.</p> <p>Students will be able to self monitor progress.</p>	<ul style="list-style-type: none"> - Funding to support instructional coach - Time in monthly meetings, planning time and individual conversations.

Priority 1

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

At the end of the 2022-2023 school year, the district anticipates:

- All schools (K-5, 6-8 and 9-12) will employ a universal data protocol and thereby capable of analyzing, interpreting, and creating action steps based on relevant data;
- All teachers in core areas in grades 6-12 will engage in quarterly professional development to become adept at recognizing students' academic needs as evidenced in data and calling upon a set of strategies to assist students where they are at that moment in time.
- Increase in percent proficiency on Regents Assessments.
- All students will show growth on AimsWeb and iReady assessments over the course of the administrations.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>High Quality Feedback to Teachers</p> <p>We commit to ensuring that every teacher has intentional learning opportunities that allow them to grow their unique potential and positively impact student learning.</p>
<p>Why is this a priority?</p> <p><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 District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district mission and philosophy describes a learning environment ensuring every student the learning opportunities that allow them to grow their unique potential.</p> <p>In training teachers to use evidence as a foundation for instructional decision making, it becomes imperative that instructional leaders have the training to provide high quality feedback to their teachers.</p> <p>By providing explicit training to instructional leaders, the district makes certain that the expectation is clear to prioritize the growth of instructional staff through informal and formal observations and engagements. A focus of the training and feedback process will be to embed culturally responsive practices.</p> <p>The middle school SCEP team used the meaningful learning element to commit to engaging in meaningful learning experiences. The students articulated the need for clarity in learning intentions, participation in dialogue in the classroom, and to have their contributions valued. Working with instructional leaders to identify high impact teaching strategies and provide feedback to grow practice will be integral to meeting those needs.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional learning for instructional leaders aligned to teachers’ professional learning to support their growth through explicit and targeted feedback. (Build common language and expectations.)</p>	<p>Administrators will have monthly meetings designated with an instructional leader coach to create an understanding regarding the importance of the high impact teaching strategies, student success criteria, checks for understanding, and culturally responsive instruction/practices.</p> <p>Instructional leaders will have opportunities to engage in collaborative learning, practice and articulate what successful use of targeted strategies looks like in practice.</p> <p>Instructional leaders will provide feedback to teachers in the form of written or verbal feedback using a toolbox of options.</p>	<p>Administrators will see evidence of the application of high impact teaching strategies, student success criteria, checks for understanding and culturally responsive practices/instruction through informal walkthroughs.</p> <p>Instructional leader surveys will show application of learning and its impact on feedback with teachers.</p>	<ul style="list-style-type: none"> - Funding to support instructional coach - Schedule meetings that provide the least disruption to the instructional day. - toolbox of feedback resources

Priority 2

<p>Walkthrough data analysis</p>	<p>Use feedback gathered during non-evaluative walk-throughs to identify common strengths and weaknesses (across levels or content areas) to target areas for professional learning and support with teachers and administrators to improve instruction, practice and feedback loops.</p> <p>Multiple non-evaluative walk-throughs will need to occur to gather data indicating changes being made in practice.</p>	<p>As areas are targeted (based upon data gathered during walkthroughs), subsequent non-evaluative walk-throughs should reflect practices discussed/implemented as a result of Monday meetings.</p> <p>Data analysis from StaffTrac, the district's teacher evaluation software, will show improved practice on formal evaluations.</p>	<ul style="list-style-type: none"> - Funding to support instructional coach - Walk through tool
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Administrators will see evidence of the use of high impact teaching strategies (student success criteria, checks for understanding and culturally responsive practices/instruction) when performing walk-throughs.

Student surveys will show that students understand what they are learning, why they are learning it, and how to evaluate their progress toward learning goals.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Increase Student Attendance We commit to ensuring that every child feels they belong at Scotia-Glenville CSD and is engaged to attend.</p>
<p>Why is this a priority? <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 District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district vision speaks to fulfilling the needs of the students. If attendance is an issue, it is our responsibility to identify the barrier and help to support the student and the family. In identifying those needs, we hope to improve attendance and create opportunities for every student to experience meaningful learning at school.</p> <p>As students return from the 2022-23 school year, we anticipate carry-over attendance concerns due to the pandemic. Additionally, students have experienced a prolonged separation from their teachers and traditional school routines. It is more important than ever that we track attendance and support our students and families by ensuring a safe and continuous learning experience.</p> <p>Students are more likely to come to school when they feel engaged in and connected to the learning environment. When they see themselves, their experiences and culture reflected in the content, they feel a deeper connection to the learning environment.</p> <p>The belonging element in the “How Learning Happens” framework resonated with the middle school. They committed to providing an environment where every child feels safe, respected, supported, and a true sense of belonging.</p> <p>The work at the district level will help to create opportunities for tracking attendance and interventions to ensure that each school building, including the middle school, will have the training and platforms necessary to make sure that schools are mindful and intentional with respect to student attendance.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>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)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>The district and all buildings will establish and conduct Building Level Attendance Round Table Meetings</p>	<p>Building principal will establish the Round Table team.</p> <p>This team, led by the building principal, will meet bi-monthly (at a minimum) to analyze attendance data, identify the students who are at risk of chronic absenteeism, explore the main causes for student absenteeism, and identify interventions to implement to increase the students' attendance.</p> <p>Team will track the students at risk and the interventions implemented as well as the progress or results.</p> <p>Explore tracking tools for this data collection.</p>	<p>Tracked data based on interventions will show a decrease in chronic absenteeism based on the SIRS/LVL2 reports.</p> <p>Increased attendance via PowerSchool.</p>	<p>Set meeting schedule for district and building</p> <p>Data tracking tool</p> <p>Toolbox of interventions</p>

Priority 3

	<p>The district and school leaders will meet quarterly to review attendance data k-12 and hold district level roundtable discussions on the interventions available to families to increase support and attendance.</p> <p>As subgroups or individual students are identified as needing intervention, culturally responsive approaches will be explored and implemented to re-engage and reconnect with students.</p>		
<p>Consistent communication to families at set intervals of absenteeism, district wide</p>	<p>The district will communicate at regular intervals throughout the year regarding the expectation and importance of regular attendance.</p> <p>Identify common thresholds for interventions/communications based on absences.</p> <p>Building principal, attendance secretary or designee will run absenteeism reports in the SIS, send letters and/or emails to individual families highlighting the need and resources available to increase attendance.</p> <p>Communication will be tracked at each building.</p>	<p>Tracked data based on interventions will show a decrease in chronic absenteeism based on the SIRS/LVL2 reports.</p> <p>Increased attendance via PowerSchool.</p>	<p>Train attendance secretaires to run attendance reports in the SIS.</p> <p>Set the process for sending family communication and create a list of available supports.</p> <p>Toolbox of interventions</p>

Priority 3

<p>Audit current attendance practices, provide feedback and introduce innovative approaches to enhance systems and processes.</p>	<p>Contract with an outside consultant to conduct an audit of current attendance practices and parent communications.</p> <p>Consultant will meet with the district level round table team to discuss findings and opportunities to enhance systems and practices. District roundtable team will determine appropriate shifts in practices and processes and will plan for implementation.</p>	<p>Innovative strategies implemented in conjunction with an attendance audit are anticipated to increase student attendance and parent communication.</p>	<p>Contracting with an outside consultant specializing in attendance and engagement.</p> <p>Audit, training and meetings with support staff and building level administrators.</p>
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Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

At the end of the 2022-2023 school year, the district expects a decrease in the chronic absenteeism rate from the prior school year.

The district will strive to meet the target of no more than 10.4% chronically absent students. This would match the baseline measure of interim progress for the all students subgroup.

In an effort to engage and connect students with school, the district will survey students with an anticipated outcome to reflect a welcoming and affirming environment.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Susan Swartz	Superintendent	
Karen Swain	Assistant Superintendent for Curriculum and Instruction	
John Geniti	Elementary Principal	
Megan Johnson	Academic Head of Science & Health	
Susan Vachris	Academic Head of Social Studies & English	
Alexis Shaffer	Parent	Sacandaga
Jan Tunison	Teacher	Middle School
Mark McCarthy	Academic Head of Math	

Stakeholder Participation

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
September 5, 2021	Virtual
January 18, 2022	Virtual
January 31, 2022	Virtual
July 20, 2022	District Office
July 21, 2022	District Office
July 22, 2022	District Office
July 25, 2022	Phone Call
July 29, 2022	Virtual

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Special education and general education teachers were invited and participated in stakeholder panels, review of school and district data, and survey of general school climate.

Stakeholder Participation

Parents with children from each identified subgroup	Included in shared decision making in development
Secondary Schools: Students from each identified subgroup	Included in stakeholder panels, focus groups and surveyed

Submission Assurances

Submission Assurances

Directions

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

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5. A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).