

District Comprehensive Improvement Plan (DCIP)

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| District | Superintendent |
| Evans-Brant Central School District | Daniel Pacos |

# 2022-23 Summary of Priorities

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

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| 1 | Over the course of two years, a clear, articulated curriculum 6-12 by subject and department and a clear articulated writing curriculum K-5 |
| 2 | **A clear articulated SEL plan K-12 that is shared with a timeline** |
| 3 |  **A strategic plan to increase student learning, reduce chronic absenteeism and to serve our staff, students and community in mental health support** |
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| 5 |  |

# PRIORITY 1

## Our Priority

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| **What will we prioritize to extend success in 2022-23?** | **Over the course of two years, a clear, articulated curriculum 6-12 by subject and department and a clear articulated writing curriculum K-5** |
| **Why is this a priority?***Things to potentially take into consideration when crafting this response:** *How does this commitment fit into the District’s vision, values and aspirations?*
* *Why did this emerge as something to prioritize?*
* *What makes this the right commitment to pursue?*
* *How does this fit into other commitments and the district’s long-term plans?*
* *For Districts with identified schools:*
	+ *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
	+ *In what ways does this support the SCEP commitments of your identified school(s)?*
 | Establishing a curriculum is essential. With employment of 60 new instructional employees, many of our historical practices are lost. Curriculum is being stored on shelves or in employee Google accounts. The district will establish a hub in Google Drive to store all curriculum. This plan is intended to meet the needs of all students, but especially those in the identified sub-population. Once in place, a curriculum review cycle will be established and assessment data will drive the adjustments, advancements and need for rigor.Departments will meet quarterly and will articulate:* units of study,
* description of the units,
* what students will know,
* what skills will students have as a result of the instruction,
* standards, and
* assessments.
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## Key Strategies and Resources

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| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this Priority? | 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? |
| Develop a Curriculum Hub/Google Drive | Collaborate with the Technology Department to create a hub that can be maintained and that is district-dependent vs person-dependent. | A hub will be created and shared with 6-12 department chairs and K-5 teacher core leaders. | Time on Superintendent’s Conference DaysSummer TimeAfter School TimeRegular Meetings with Department Chairs |
| Initial Meeting with Department Chairs with follow-up meetings in October, January, March and June | Initial meeting – Superintendent’s Conference Day – September 1, 2022October Meeting – October 4, 2022January Meeting – January 17, 2023March Meeting – March 7, 2023June Meeting – June 6, 2023 | The hub will hold curriculum at all department levels that include these five categories – Unit of Study, Description, Standards, What will the students know as a result of the unit?, What skills will they be able to do as a result of the unit?, Assessment | Time on Superintendent’s Conference DaysSummer TimeAfter School TimeRegular Meetings with Department Chairs Standards Documents |
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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?

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
| Upon opening the Curriculum Hub, we will see 6-12 department maps halfway completed, a plan for the remainder of the information and a review cycle created so that we can begin to discuss curriculum, assessments and standards alignment. |

# PRIORITY 2

## Our Priority

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| **What will we prioritize to extend success in 2022-23?** | **A clear articulated SEL plan K-12 that is shared with a timeline** |
| **Why is this a priority?***Things to potentially take into consideration when crafting this response:** *How does this commitment fit into the District’s vision, values and aspirations?*
* *Why did this emerge as something to prioritize?*
* *What makes this the right commitment to pursue?*
* *How does this fit into other commitments and the district’s long-term plans?*
* *For Districts with identified schools:*
	+ *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
	+ *In what ways does this support the SCEP commitments of your identified school(s)?*
 | This emerged as a need from DCIP team planning meetings, the Panoramic 360 student survey data, and in interviews with district leaders. Despite our efforts with substantial training, our implementation in some buildings has been thwarted due to leadership shifts and/or other projects became the priority. Our three elementary buildings are steeped in this work and with the pandemic, the high school began this priority in 21-22 and the middle school is making this a priority for the 22-23 school year. This work aligns with our long-standing district goal of trauma-informed work and culturally responsive practices.  |

## Key Strategies and Resources

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| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this Priority? | 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? |
| Create a visual board for dissemination that shows the SEL District components | Aligning and visualizing Trauma-Invested Work, PLCs, YMHFA, Second Step, Staffing (social workers, counseling), CPI and addressing gaps in the system | Visual board created and disseminated | Team Planning |
| Create a training schedule for YMHFA | This is a long-term plan that indicates the plan to train all staff in YMHFA | Plan created | Team Planning |
| Update YMHFA participant list | Update list, address gaps and address the gaps in the training schedule | Updated list | Team Planning |
| Increase staffing at the Family Support Center | Hire a social worker or school counselor | Hired September 1, 2023 | Funded partially with ARP and SIG |
| Implement Second Step K-8 | Ensure training for all counselors K-8; Counselors address in meetings in a plan of action | October Meeting Minutes reflect training completion and plan implementation | SIG Funding |
| CPI Training Plan and participant list updated | Update list, address gaps and address the gaps in the training schedule | Updated list | Team Planning |
| Planning for Superintendent Conference Days and Faculty Meetings | Administrators creating a plan to address SEL at each meeting and SEL for each Superintendent’s Conference Day | Faculty Meeting Agendas, MinutesSuperintendent’s Conference Days | SEL Committee by building - active and SIG funding |
| Consultant to support administrators and building committees | Contracts, planning for and by administrators and building committees | Building Committee Agendas, MinutesSuperintendent’s Conference Days | SEL Committee by building - active and SIG funding |

## Measuring Success

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

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
| The district will have created a clear articulated SEL plan K-12 that is shared with a timeline. That timeline will include individual, small group and whole group learning opportunities. It will include mandatory and optional trainings. It will include objectives, availability of training, and contact information. |

# PRIORITY 3

## Our Priority

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| **What will we prioritize to extend success in 2022-23?** | **A strategic plan to increase student learning, reduce chronic absenteeism and to serve our staff, students and community in mental health support** |
| **Why is this a priority?***Things to potentially take into consideration when crafting this response:** *How does this commitment fit into the District’s vision, values and aspirations?*
* *Why did this emerge as something to prioritize?*
* *What makes this the right commitment to pursue?*
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 | Our regents scores are the lackluster, very few scoring at the mastery level and passing rates at an all-time low. Our 3-8 performance is pending and while internal screenings would suggest that students are learning the content, with low participation rate on 3-8 testing, we are struggling with collecting data that feels meaningful at the student level. We have a crisis of chronic absenteeism for some groups with the high school at the greatest risk. Our staff reports a mental health crisis for some of our students.  |

## Key Strategies and Resources

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| What strategies will we pursue as part of this Priority? | 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? |
| Partner with an outside consultant to review data, internal documents and other relevant materials to garner an outside lens | ContractRFP | Hired, with contractReview of relevant materialsStrategic Plan in place or almost in place | General FundTimeGathering of documents |
| Administrative retreat and follow-up monthly meetings | Set goalsFollow up on implementation | Reduced chronic absenteeismAdjustment of strategies as needed | Time |
| SEL Articulated Plan Timeline | Shared with stakeholders | Increased student learning, reduced chronic absenteeism and mental health support for our staff, students and community  | SIG FundsGeneral Funds |
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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?

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| --- |
| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
| Increased student learning, reduced chronic absenteeism and mental health support for our staff, students and community* Increased passing rate for regents, higher mastery performance
* Increased participation 3-8 with more students at proficiency
* Increased opportunities for SEL opportunities for stakeholders
* Reduced chronic absenteeism at all levels
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# PRIORITY 4

*This section can be deleted if the District does not have a fourth priority.*

## Our Priority

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| --- | --- |
| **What will we prioritize to extend success in 2022-23?** | NA |
| **Why is this a priority?***Things to potentially take into consideration when crafting this response:** *How does this commitment fit into the District’s vision, values and aspirations?*
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## Key Strategies and Resources

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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?

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| --- |
| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
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# PRIORITY 5

*This section can be deleted if the District does not have a fifth priority.*

## Our Priority

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| --- | --- |
| **What will we prioritize to extend success in 2022-23?** | NA |
| **Why is this a priority?***Things to potentially take into consideration when crafting this response:** *How does this commitment fit into the District’s vision, values and aspirations?*
* *Why did this emerge as something to prioritize?*
* *What makes this the right commitment to pursue?*
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	+ *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
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## Key Strategies and Resources

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| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
| What strategies will we pursue as part of this Priority? | 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? |
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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?

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| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year. |
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# 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 *(if applicable)* |
| Katy Berner-Wallen | Admin AP | MS/HS |
| Melissa Bergler | Admin Asst Supt | District |
| Hannah Wawrowski | Teacher – Math AIS | MS |
| Hannah Harshberger | TA – Math AIS | MS |
| Kelly Jones | Teacher – Reading AIS | MS |
| ELA Department  | Grades 6-8/9-12 | MS/HS |
| Math Department  | Grades 6-8/9-12 | MS/HS |
| Tim Flanagan | Admin Principal | HS |
| SEL Committee by Building | K-12 | District |
| Parent | TBD | TBD |
| Parent | TBD | TBD |
|  |  |  |

## Meeting Dates

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

|  |  |
| --- | --- |
| Meeting Date | Location |
| August 31, 2021 | K-12 |
| November 24, 2021 | K-12 |
| January 28, 2022 | MS |
| March 18, 2022 | MS |
| Informal Meetings with Facilitators | K-12 |

## 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 |  NA |
| Parents with children from each identified subgroup |   |
| Secondary Schools: Students from each identified subgroup |   |

# Submission Assurances

## Directions

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

1. [ ]  xThe 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. [ ] x The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. [ ] x Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. [ ]  xThe 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. [ ]  xA 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. [ ]  xMeaningful 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).