



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Onteora Central School District	Victoria McLaren

2022-23 Summary of Priorities

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

1	Increasing mental health support to students and families and SEL support to students, particularly around responsible use of social media.
2	Supporting educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students, particularly with the expansion of the co-teaching model and implementation of MTSS.
3	Supporting educators as they work to strengthen Professional Learning Communities (PLCs) to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Increasing mental health support to students and families and Social-Emotional Learning (SEL) support to students, particularly around responsible use of social media.</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>Our district’s mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community. This commitment supports that vision by recognizing the mental health needs of our students, families, and community. Continuing to support social-emotional learning, as well as responsible use of social media reaffirms our commitment to all students feeling safe and supported in the learning environment.</p> <p>The review of the “How Learning Happens” document, the “Equity - Self-Reflection” and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the “why” of our actions, leading us back to the core of our district mission. Specifically, we will address the principles of creating a welcoming and affirming environment that ensures all cultural identities, including disabilities, experience an academically rigorous and intellectually challenging environment enhanced by an inclusive curriculum and assessment. We seek to create the most nurturing environment for all learners for which clarity of purpose and understanding of the individual educator’s role in the process is essential.</p>

Priority 1

Key Strategies and Resources

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?
Expanding mental health support to students and families	Partnership with Astor Services to provide additional clinical mental health support to students and families.	Reports will be provided on a monthly basis to allow the district to evaluate the success of the program.	Funding to cover contractual costs of \$98,303.
Continuing to support students with making responsible choices around the use of social media.	Utilizing staff at the MS/HS to work with groups of students on topics such as understanding the digital climate; defining digital cause, effect, and consequence; digital permanence & legacy; and developing digital citizenship and consciousness	A reduction in DASA reports and behavioral concerns related to social media.	Funding to cover .4 TOSA salary.
Administer the District-Wide School Climate Survey	Complete the process of our district-wide School Climate Survey that was interrupted by COVID. We will redo the entire survey with all stakeholder groups since the initial data is almost three years old.	The data team and MTSS team will use the collected data to shape professional development and classroom instruction	Dedicated times for the team, building, and district meetings Funds to cover teacher participation outside of the school day and during the summer as needed

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.

- A review of monthly reports from Astor and district staff will yield increased access and improved outcomes for students.
- A reduction in DASA reports and behavioral concerns related to social media compared to the 2021-2022 school year

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Supporting educators as they work to focus on equitable access to high expectations and rigorous instruction in an inclusive environment for all students, particularly with the expansion of the co-teaching model and implementation of Multi-Tiered Systems of Support (MTSS.)</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>Our district’s mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community. This commitment also supports that vision and allows us to reflect more intentionally upon supporting the mission with our instructional practices and curricula. Effective implementation of co-taught classes in English, math, science, and social studies will provide the structure for increasing access.</p> <p>The review of the “How Learning Happens” document, the “Equity - Self-Reflection” and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the “why” of our actions, leading us back to the core of our district mission. Specifically, we will address the principles of creating a welcoming and affirming environment that ensures all cultural identities, including disabilities, experience an academically rigorous and intellectually challenging environment enhanced by an inclusive curriculum and assessment. Continued implementation of the Co-Taught model will provide us with a means to address potential issues highlighted by our identification status as a TSI School.</p> <p>Our previous SCEP goals established the structural creation of the co-taught model and began discussions on how we will work together in</p>

Priority 2

this setting. Continuing a co-taught model provides the least restrictive environment with full access to mainstream curriculum while providing the support needed to be successful for all students. In addition, the Co-Taught model has provided all students with greater access to their peers, building a sense of belonging for all and deepening opportunities for our SEL work.

As we return to school in September, we know that many of our students will need many supports and the co-taught model allows for the expertise of both teachers to support the learning of all students. Here at Onteora Middle School, we learn, we show respect and responsibility, we collaborate and we are kind. The co-taught model will continue to help us to more fully attain this goal.

As we continue to refine and deepen our implementation of Multi-Tiered Systems of Support (MTSS), we will revise and realign assessments to meet the needs of our students as they are today. We will continue to review data and use data to inform our instructional decisions.

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>Continued implementation of the co-teaching model in ELA, math, science, and social studies classes</p>	<p>Continued professional development opportunities around the co-teaching model</p>	<p>Analysis of student work and assessments will reflect student success for all students.</p>	<p>Funding for teachers to visit schools who are successfully implementing co-teaching models in middle schools</p>								
<p>Continuing to create school-wide cultural shifts necessary to support all learners.</p>	<p>Shifting from and to...</p> <table border="1" data-bbox="558 1019 1117 1393"> <thead> <tr> <th data-bbox="558 1019 835 1084">From</th> <th data-bbox="835 1019 1117 1084">To</th> </tr> </thead> <tbody> <tr> <td data-bbox="558 1084 835 1188">A focus on teaching</td> <td data-bbox="835 1084 1117 1188">A focus on learning</td> </tr> <tr> <td data-bbox="558 1188 835 1292">An emphasis on what was taught</td> <td data-bbox="835 1188 1117 1292">A fixation on what was learned</td> </tr> <tr> <td data-bbox="558 1292 835 1393">Coverage of content</td> <td data-bbox="835 1292 1117 1393">Demonstration of proficiency</td> </tr> </tbody> </table>	From	To	A focus on teaching	A focus on learning	An emphasis on what was taught	A fixation on what was learned	Coverage of content	Demonstration of proficiency	<p>Student, faculty, and family survey data at the beginning, middle, and end of the year.</p> <p>Targeted review of student work and assessments</p> <p>Analysis of student attendance and disciplinary data</p>	<p>Identified days for reviewing data and checking in on our success.</p> <p>Funding for additional teacher participation in professional learning with a focus on collaborations between general education and special education teachers</p>
From	To										
A focus on teaching	A focus on learning										
An emphasis on what was taught	A fixation on what was learned										
Coverage of content	Demonstration of proficiency										

Priority 2

	<p>Private practice</p>	<p>Open sharing of practice</p>		<p>Funding for attending state and national conferencing on Co-Teaching and supporting academic success for all students.</p> <p>Funding for PD around maximizing the use of instructional technology</p> <p>Funding for the expansion of active learning spaces into more classrooms</p>
	<p>Individual Responsibility</p>	<p>Collective responsibility</p>		
	<p>Each teacher assigning priority to different learning standards</p>	<p>Collaborative teams determining the priority of standards</p>		
<p>Source: DuFour et al, 2010</p>				
<p>In co-teacher teams:</p> <ol style="list-style-type: none"> 1. Review the curriculum and relevant student learning activities used by both teachers. Create a singular curriculum for the co-taught class. 2. Review common assessments 4. Revise or create assessments as needed 	<p>The curriculum for English, math, science and social studies is reviewed and revised by September 2022.</p> <p>Assessments exist across all content areas, for all students for both grades. The goal is to implement these assessments with students by June 2022.</p> <p>PLCs use assessment data to inform their core questions.</p>	<p>Funding for summer curriculum writing for identification of, revision, and creation of common benchmarks</p> <p>Funding for teacher leader teams to work outside of school day to plan PLC process and common focus.</p> <p>Identification of Superintendent Conference Days, etc. where curriculum and</p>	<p>In co-teacher teams:</p> <ol style="list-style-type: none"> 1. Review the curriculum and relevant student learning activities used by both teachers. Create a singular curriculum for the co-taught class. 2. Review the common assessments used in both classes 4. Revise or create assessments as needed 	

Priority 2

<p>This will be an ongoing yearly process based on evidence of student learning.</p>		<p>assessment work can occur.</p>	<p>This will be an ongoing yearly process based on evidence of student learning.</p>
<p>The development of a continuous school improvement framework to improve teaching for all teachers and learning for all students</p>	<p>Regular meetings of a district-wide data team to analyze multiple measures of data to create a tight analysis of student learning in a data profile that is easily accessible & analyzable by staff....analyze what is working/ what is not & why & what else/ alternatives</p>	<p>In quarterly meetings, we will analyze what is working, what is not, and why, and develop additional or other steps based on data.</p>	<p>Identify members of the data team, establish the dates and time of the meetings, establish our data protocols</p> <p>Funds to cover teacher time outside of the school day</p>
<p>A Multi-Tiered System of Support (MTSS) - systematizes the school improvement process and coordinates with other district initiatives</p>	<p>Alignment of common district curricula.</p> <p>A focus on prevention, early intervention, and data-based decision making to create interventions that are evidence-based, systematic, and documented</p> <p>Ongoing support and monitoring for all students through the teaming process where interventions are implemented and monitored</p> <p>Focus on supporting a school culture that promotes trust, collaboration, and shared responsibility for student learning</p>	<p>Building level teams will meet monthly to review action plan progress and will have a representative on the district level MTSS team.</p> <p>The district team will meet to review building-level data including reading assessments, MAPS data, and benchmarks.</p>	<p>Professional development with MTSS stakeholders and MTSS facilitator/trainer</p> <p>Team, building, and district meetings scheduled and held regularly, all monitored by district staff.</p>

Priority 2

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.

- 85 % of all students are experiencing growth and success as evidenced by local benchmarks by June of 2023

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Supporting educators as they work to strengthen Professional Learning Communities (PLCs) to address instructional rigor, cultural responsiveness, achievement disparities, and student engagement.
<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>Our district’s mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community. This commitment fully supports that vision and allows us to reflect more intentionally upon supporting the mission with our instructional practices and curricula. PLCs provide the vehicle to increase the success of all students, including our identified subgroups. Furthermore, our PLCs will allow us to practice, model, and reflect upon student efficacy in the school goal of our identified school: We learn, we show respect and responsibility, we collaborate, and we are kind.</p> <p>The review of the “How Learning Happens” document, the “Equity - Self-Reflection” and a deeper analysis of the NYSED Culturally Responsive-Sustaining Education Framework, helped our team to reflect and focus on the “why” of our actions, leading us back to the core of our district mission. Specifically, we will address the principle of Ongoing Professional Learning and Support with our PLCs. PLCs will provide us with the time and structure to address issues brought forth on the student survey including discovering the impediments to student learning and working collectively to remove them.</p> <p>Our previous SCEP goals established the structural creation of PLCs and provided discussions on how we will work together in these structures to ensure that all students are exposed to common learning opportunities while incorporating SEL strategies. With the PLC structure, we are taking our previous team approach and enhancing opportunities to</p>

discuss student learning horizontally and vertically. We believe that if we continue with our PLC practices, we will see students and staff understanding each other better, creating more positive learning and behavioral outcomes.

Key Strategies and Resources

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?
Continue to implement PLCs	Common planning time and continued implementation of the revised master schedule	Teacher participation in regular weekly meetings of PLCs. Student, faculty, and family survey data at the beginning, middle, and end of the year.	Designated times and locations for teachers to collaborate in PLCs during the school day. Summer “curriculum writing” for common PLC processes and to identify topics of focus. Funding for teacher leader teams to work outside of the school day to plan process and common focus
Continuing effective PLC practices	Framing PLCs meeting around the revised questions of 1. What do we expect students to learn?	Targeted review of student work and assessments Analysis of student attendance and disciplinary data	Summer “curriculum writing” for common PLC processes and to identify topics of focus.

	<ol style="list-style-type: none"> 2. How will we know if they learn it? 3. How do we respond when students experience difficulty in learning? 4. How do we respond when students do learn? (Eaker & Keating, <i>Every School, Every Team, Every Classroom</i>, 2012) 	<p>Survey teachers on the effect of PLCs on their instructional practice and design of student learning experiences</p>	<p>Funding for teacher leader teams to work outside of the school day to plan the PLC process and common focus.</p> <p>Funding for additional teacher participation in professional learning focused on effective implementation of PLCs.</p> <p>Funding for attending state and national conferences on using PLCs to support student achievement</p> <p>Funding for and time to learn about and better implement data management systems, including Infinite Campus.</p>
<p>Create and regularly implement common benchmarks.</p>	<ol style="list-style-type: none"> 1. Review the common assessment data available in all classes. 2. Analyze the need for assessment revision or create based on the assessment’s ability to 	<p>Common assessments exist across all content areas, for all students for both grades. The goal is to implement these assessments with students by June 2023.</p> <p>PLCs use assessment data to inform their core questions.</p>	<p>Summer “curriculum writing” for identification of, revision, and creation of common benchmarks</p> <p>Funding for teacher leader teams to work</p>

	<p>inform our four core PLC questions.</p> <p>3. Revise or create assessments as needed</p>		<p>outside of school day to plan PLC process and common focus.</p>

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 2022-23 school year:

- we will strive to have at least 85 % of our teachers report that they are provided with sufficient professional time during the school day to have conversations with their peers regarding effective use of data, including student work, to make instructional decisions..
- we will have local student assessment data for all students on common assessments in all content areas

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of the 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>
Gabriel Buono	Principal	Bennett Elementary
Raymond Clinton	Transportation Dispatcher	
Marystephanie Corsones	Interim Superintendent	
Lance Edelman	Principal	Onteora HS
Stephanie Laffin	Assistant Superintendent for Curriculum and Instruction	
Kevin LaMonda	Teacher	Bennett Elementary
Kelly McLean	Reading Teacher	Phoenicia Elementary
Victoria McLaren	Superintendent	

Our Team's Process

Jennifer O'Conner	Principal	Onteora MS
Elohim Pacheco	Teacher	Woodstock Elementary
John Reimer	Technology Director	
Cheryl Spada	Parent	
Sarah Turck	Guidance Counselor	Onteora MS/HS
Scott Via	Teacher	Onteora HS
Wendy Wolfenson	Parent	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
April 26, 2022	Google Meet
July 18, 2022	Google Meet

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 are responsible for teaching each identified subgroup	Surveys, conversations, and participation in the SCEP and DCIP process.
Parents with children from each identified subgroup	Surveys, conversations, and participation in the SCEP and DCIP process
Secondary Schools: Students from each identified subgroup	Student surveys

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).