



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Clinton CSD	David Langone

2022-23 Summary of Priorities

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

1	We will continue to prioritize creating learning experiences that are aligned with the NYS Learning Standards as well as classroom cultures that are safe, welcoming learning environments, that give each student the opportunity to take academic risks that are challenging, authentic and relevant so that they are able to reflect, reason and explain their thinking and engage in dialogue with others.
2	We will continue to prioritize providing a collaborative, evidence-based, approach to differentiating and personalizing instruction and intervention, across all academic and behavioral areas for all students so that every student can achieve academic and life success. <i>"Response to Intervention (RtI)/Multi-tiered System of Support (MTSS) is one of the most effective ways to provide an equitable educational experience leveraging the collective knowledge and expertise of district and building RtI teams to help teachers understand their learners' needs and make informed and strategic decisions that best support them."</i>
3	Blended Learning/"Anytime, Anywhere" Learning - School leaders and teachers will continue to improve their proficiency in the integration of research-based instructional technology, blended learning, and "any time, anywhere" learning that is integrated with their content and pedagogical expertise in the classroom that will afford ALL learners with personalized learning opportunities that leverages standards-based curriculum, through the use of high quality technology tools and digital content.
4	We will continue to work toward assuring that our schools and classrooms are accessible and genuinely welcoming to parents, families and the community. In addition, our community, its schools, and all stakeholders will continue to establish and maintain strong cooperative, collaborative relationships.

DCIP Cover Page

PRIORITY I

Our Priority

What will we prioritize to extend success in 2022-23?	We will continue to prioritize creating learning experiences that are aligned with the NYS Learning Standards as well as classroom cultures that are safe, welcoming learning environments, that give each student the opportunity to take academic risks that are challenging, authentic and relevant so that they are able to reflect, reason and explain their thinking and engage in dialogue with others.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • 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)?	Student interviews (2022) School Community Connections - Socialization ➤ Students were more distracted at home & preferred being in school ➤ Connects are important to have socially & academically ➤ Definitely in-person learner ➤ Need to have more activities for the students to do. ➤ Middle School Housing ➤ Outdoor activity nights ➤ Team trivia ➤ Schoolwide ceremonies/assemblies ➤ Socialization through a variety of clubs sports, school activities, and fundraisers ➤ Students feel the best part of school is being together Personalized, Project-based & Blended Learning ➤ Students want to have choice in learning ➤ Differentiation - different learning styles ➤ Flexibility in completion of assignments, homework ➤ Homework - schoolwork review for day, focus on day's lesson objectives ➤ Provide students with potential to explore learning opportunities ➤ Students want to keep tech integration and classwork/deadline flexibility Personal Growth - learned during the Pandemic and Post-pandemic transition ➤ Felt they matured & became more responsible ➤ Spent more time talking with their families ➤ Became more independent/increased independence ➤ Respect people more

Priority 1

- Increased self-sufficiency
- Better to help others than to help yourself
- More motivated to achieve
- Learned to figure things out for themselves
- Able to achieve more at school
- Resilience
- Importance of family
- Recognized the need for in-person learnings
- Pressures can be positive

Social Emotional Learning/Supports

- Guidance counselors, social workers, trusted teachers help students feel comfortable: good level of support
- Seeing counselor & social worker as accessible, help with mental health

EQUITY SELF-REFLECTION FOR IDENTIFIED SCHOOLS

Principle 1: Welcoming and Affirming Environment

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- In person instruction has created stronger connections among teachers and students.
- Students seem more comfortable sharing personal information with teachers.
- An increase in surveys to assess faculty, student and community impressions about school climate.
- We have made progress informing teachers and staff how to interact with students who are struggling with identity issues and make them feel comfortable.
- More of a self awareness between students, faculty and staff.
- Students seem to have become more comfortable sharing their identities in the school community.

What strengths are **emerging as you consider these practices?**

- Parent communication-*ParentSquare*
- Activity nights held by club advisors/members-bringing students together and keeping them engaged and active
- Positivity Project implementation
- More middle school activities to encourage relationships and teamwork across all grade levels.
- Faculty and staff are welcoming and more informed about diversity.
- Seize opportunities for inclusion in curriculum when appropriate.
- We are addressing people how they prefer to be addressed, and allowing them the choice to be who they want to be.

Priority 1

- Students, in turn, are more aware of differences in identity and pronoun preferences. Normalizing this topic will make all students feel welcome and safe in our school.
- Kids and staff are becoming more open to communicating questions and answers with one another on these topics.

What opportunities for **growth** are emerging?

- Educate students on what disagreement without judgment means.
- Students are more confident, self-assured and feel more accepted, less timid and happier.
- The need for more community education that helps raise awareness of the changing needs of students.
- Having deeper conversations among students so that they can empathize and consider others.
- Opportunities to attend presentations regarding identity/gender issues.
- Continued communication with families to address misunderstandings surrounding education and school policy.
- These issues are more "out in the open" now which allows opportunity for growth.

Principle 2: High Expectations and Rigorous Instruction

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Expectations are still high, but some students, because of covid, are struggling with academic expectations because of gaps.
- Field trips, guest speakers, and community involvement have increased with the lifting of mandates.
- More open/free discussion about these issues.
- I think that we have actually slipped a bit in our rigor. Students need to be held accountable again for high success.
- I am not sure I can look at the growth as of yet. I do believe we have become more aware of kids' needs.
- Throughout the pandemic, we have become more creative in addressing multiple student needs and more adept at utilizing appropriate classroom technology.

What **strengths** are emerging as you consider these practices?

- Teachers are seizing opportunities when presented in and out of the classroom.
- Clubs are becoming more active
- Individual teacher practices with holding kids accountable
- More awareness among staff and faculty.
- Better learning environments, more use of technology

Priority 1

What opportunities for **growth** are emerging?

- More opportunities for community involvement and project based learning.
- Issues not addressed by current clubs can be the focus of a new club.
- Giving teachers more time together on superintendent's days to find the joys in teaching again.
- More issues equate to more opportunity.
- Encouraging students to be more independent with academic risk and responsibility.

Principle 3: Inclusive Curriculum and Assessment

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- The library has continuously worked to diversify resources and provide equity in access to reliable news sources. Teachers have been introducing students to these opportunities.
- More interdisciplinary opportunities.
- Showcase student work.
- The district is focusing on encouraging inclusivity with the students this year.
- While there are opportunities for inclusive curriculum in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

What **strengths** are emerging as you consider these practices?

- Students have access to culturally, racially, and linguistically diverse literature and clubs
- Students' ownership for learning.
- Teachers who continuously work to keep up to date with Professional Development.
- Individual teachers are providing opportunities in their classrooms for inclusive curriculum and assessment.

What opportunities for **growth** are emerging?

- Continue providing students with opportunities to examine resources, use databases, and participate in clubs that help students feel like members of safe learning communities.
- Clubs
- Academics
- Allowing teachers more time together and more choice for PD requirements
- More PD background for culturally diverse students and adopting more student choice in the classroom.

Principle 4: Ongoing Professional Learning and Support

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Increased PD on race, racism, and identifying microaggressions. Access to diverse literature and online tools through our library.
- Implementation of extra support classes; gender identity awareness.
- The conversation is happening more often, which is good.
- While there are opportunities for professional development and learning in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

What **strengths are emerging as you consider these practices?**

- Participating teachers are introducing students to culturally sensitive resources in the classroom, library, and through extra curricular opportunities,
- Tolerance among students
- Students feeling safe to express and be themselves.
- The PD that is offered.
- Wider variety of available professional development.

What opportunities for **growth are emerging?**

- Team leaders and administrators can meet more frequently to review opportunities for professional growth and student opportunity in these areas.
- Clubs
- Giving teachers more time together and choice in PD.
- More opportunities for students to engage in this development.

"How Learning Happens Messaging Framework: A Tool For Communicating about Social, Emotional and Cognitive Learning" (nysed.gov)

In the CCS classroom...	Looks Like	Sounds Like	Feels Like
Meaningful Learning	➤ Teaching about something students are passionate about and that is relevant to them. ➤ Project-based learning, choice menus ➤ Active, productive, motivated learners	➤ Teachers giving choices, teaching lessons that reflect a whole population. ➤ Increased student engagement ➤ Exciting conversations	➤ Motivating and meaningful, free choices, independent learning ➤ Excitement from students ➤ Energetic students
Intentionality	➤ Involve students in the process of learning and what is being taught ➤ Lessons that provide context and real-life utility ➤ Posted lesson objectives, clear student learning goals, students engaged in real-world tasks	➤ Giving students options and choices for areas of focus ➤ Explaining the "why" ➤ "Today we will be learning about XYZ which will prepare you for XYZ and is important to know because XYZ."	➤ Motivates them to be a part of learning and taking on a positive role, students feel included and respected for who they are. More students sharing life experiences. ➤ Mastery, competent, useful ➤ Directed learning; A plan in place
Belonging	➤ Teachers/counselors checking in with students, lunch groups, social skills groups, Houses at MS, flags in hallway, special activities, spirit days, clubs, Positivity Project ➤ Positive messaging on walls,	➤ Teachers checking in with students, teachers greeting students in hallways, announcements, ➤ Check-ins with students, "I can" statements	➤ Everyone feels safe and supported, students have a teacher/counselor they can go to, students feel connected ➤ Belonging, encouraged, empowered, accepted

Priority 1

	Identity	➤ Materials should reflect students and how they identify and see themselves ➤ Positivity Project Character Trait Questionnaire	➤ Students being able to identify with teachers/staff that look and sound like them establishes connections. ➤ Meeting weekly virtually & in-person ➤ Culturally appropriate learning experiences including language use and teachers feeling confident enough to “dive deep” into the content.	➤ By making connections to teachers/staff and having curriculum that reflects who they are will enable students to feel connected and respected. ➤ Meaningful relationships with faculty members and other students.
	Relationships	➤ Students working in groups that they are comfortable in (friends) and interacting with teachers in and outside the classroom ➤ Had NYS Mentoring program between MS and Elementary students w/ the Positivity Project ➤ Students' recognizing their personal attributes within their school setting and staff members. ➤ Making connections beyond the academic level. ➤ All faculty working with all students. ➤ Building/district wide initiatives that promote connections to self, students and community.	➤ Students talking with each other. (laughing, etc.) ➤ Student having time to work in small groups building their relationships ➤ Conversations that include positivity, empathy, respect and support; both academically and socially. ➤ Student and faculty “voices” being heard.	➤ Supported and a safe environment for learning and social development. ➤ Loved ➤ Grounded ➤ Confident ➤ Supported ➤ Accepted

Priority 1

	Agency	➤ Shared decision making in regard to the learning. Discussions in regard to direction of the class ➤ Student Council, surveys, fostering autonomy ➤ Student ownership of their own learning.	➤ Student voices ➤ It would be a discussion based conversation so it might be loud but hopefully respectful. Every voice should have an opportunity to be heard. ➤ Constructive conversations and positively debating with students about changes. Teaching and supporting students on advocating for meaningful change.	➤ Safe. Every student should be able to contribute and not feel that are judged nor should they feel too intimidated to contribute ➤ Collaboration, teamwork ➤ Students feel like a pertinent stakeholder, have purpose.
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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 provide targeted reading intervention to students below grade level.	Teachers will continue to participate in ALL professional learning as it relates to <i>Into Literature</i>, <i>differentiation of instructional resources</i>, Student/staff scheduling modifications Summer Curriculum Writing Provide personalized explicit, reading instruction dependent on student's reading level (ie. SONDAY, Leveled Literacy Intervention (LLI) Kits, <i>Into Reading</i> & <i>Into Literature</i> resources)	HMH Growth Measure: 2022-23 Fall, Winter, Spring Results Student Progress status - as measured by resource specific to student needs Marking Period averages Reduction in number of course failures each marking period Reduction in number of students reading below 1 or more grade levels	SONDAY System, Leveled Literacy Intervention Kits, <i>Into Reading</i>, <i>Into Literature</i> Continue to schedule & provide professional learning (as needed) for SONDAY System, Literacy Intervention Kits, <i>Into Reading</i>, <i>Into Literature</i> Tier 1 reading support
Continue to provide targeted Writing instruction grades K-9	Teachers will continue to participate in ALL professional learning for <i>Into Reading</i> , <i>Into Literature</i> , <i>Writables</i> & "The Writing Revolution"	NYS Gr 3-8 ELA Assessments Marking Period averages Reduction in number of students reading below 1 or more grade levels Student Writing Portfolios (<i>Writables</i>)	Schedule Job-embedded coaching sessions that includes student engagement strategies
Continue implementation of Grades K-5 <i>Into Reading</i> , Grades 6-9 <i>Into Literature</i> and HMH Growth Measure with fidelity	Teachers will participate in job-embedded coaching -- that includes student engagement strategies Teachers will continue to participate in ALL professional learning for <i>Into Reading</i>, <i>Into Literature</i>, <i>Writables</i>, <i>HMH Growth Measure</i> as it relates to: <i>student engagement strategies</i>, <i>review & use of instructional data to inform instruction</i>, <i>growth</i>, etc.	<i>Into Reading</i> & <i>Into Literature</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>HMH Growth Measure</i>: 2022-23 Fall, Winter, Spring Results NYS Gr 3-8 ELA Assessments Marking Period averages	Schedule Job-embedded coaching sessions that includes student engagement strategies

Priority 1

	Scaffold accommodations & modifications across all grade levels to increase independence in alignment with state assessments Effective use of the digital resources, Maximization of instructional tools, Job-embedded coaching, project-based learning to enhance "productive struggle" Develop 2022-23 Curriculum Map - Scope & Sequence	Reduction in number of ELA course failures each marking period Increase in number of students reading/writing on or above grade levels	
Continue with full implementation of Grades K-8 <i>enVision Math</i> , <i>Algebra 1</i> & <i>SuccessMaker Math</i> with fidelity.	Teachers will continue to participate in job-embedded coaching -- that includes student engagement strategies Teachers will continue to participate in ALL professional learning for <i>enVision Math</i> & <i>SuccessMaker Math</i> through SAVVAS training to include: ➤ Scaffold accommodations & modifications across all grade levels to increase independence and align with state assessments ➤ Effective use of the digital resources, ➤ Maximization of instructional tools, ➤ Job-embedded coaching, project-based learning to enhance "productive struggle" & conceptual understanding. Develop 2022-23 Curriculum Map - Scope & Sequence	<i>K-8 enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>SuccessMaker Math</i> status: 2022-23 Fall, Winter, Spring NYS Gr 3-8 Math Assessments Marking Period averages Reduction in number of course failures each marking period Increase in number of students on or above grade level in math	Schedule Job embedded coaching sessions that include student engagement strategies Schedule <i>enVision Math</i> & <i>Successmaker Maker</i> Professional Learning
Teachers will continue to meet vertically and horizontally during common planning time and PLC's to reflect on instructional practices, share effective strategies and to document areas of improvement, goals, and plans for reaching those goals. Dates, meeting minutes,	Common planning times will be scheduled	<i>Grades K-5 Into Reading & Grades 6-9 Into Literature</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>Grades 2-9 HMM Growth Measure</i>: 2022-23 Fall, Winter, Spring Results <i>K-8 enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring	Schedule common plan time for grades K-8 Professional Learning Schedule Job embedded coaching sessions that include student engagement strategies

Priority 1

instructional benchmark assessment data will be shared with the principal.		<i>K-8 SuccessMaker Math status:</i> 2022-23 Fall, Winter, Spring NYS Gr 3-8 ELA & Math Assessments Marking Period averages Reduction in number of course failures each marking period	
Principals will begin/continue to monitor progress - as reflected by participating in regular classroom visits (i.e. classroom walkthroughs, 5x5s), review meeting minutes of PLCs/ common planning time meetings, departmental meetings Principal will begin/continue to monitor instructional data to include: ELA diagnostic/SuccessMaker Math, marking period and ELA & Math benchmark assessment data.	Principal will provide periodic updates and instructional data with the Superintendent and Director of Curriculum & Instruction	<i>Into Reading, Into Literature & enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring K-9 HMH Growth Measure: 2022-23 Fall, Winter, Spring Results <i>K-8 SuccessMaker Math status:</i> 2022-23 Fall, Winter, Spring NYS Gr 3-8 ELA & Math Assessments Marking Period averages	Development of classroom visitations' calendar & visitation documentation Create classroom visits, instructional, diagnostic/adaptive learning & benchmark data templates to document data
District will study possible options to conduct a curriculum audit to determine prioritization & alignment of the adopted curriculum in alignment with the NYS Next Generation ELA & Math Learning Standards.	Partner with BOCES ELA & Math Consultants	Horizontal & vertical alignment (NYS Next Gen ELA & Math Standards) of the Grades K-8 Math curriculum Study possible completion of grades K-9 ELA & K-8 Math Curriculum Audit 2022-23 school year	Study possible BOCES ELA & Math Consultant collaboration to conduct/facilitate a Grades K-9 ELA and Grades K-8 Math Curriculum Audit

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.

Grades 3-8 NYS ELA & Math 2023 Assessment Results as evidenced by a **5% increase** in proficiency based on 2021-2022 ESSA Accountability Data

2022 NYS ELA & Math Assessment Results as evidenced by a **5% increase** in proficiency based on 2018-2019 ESSA Accountability Data

2022 NYS Grades 3-8 ELA & Math Assessment Results – Embargoed

2022-23 Regents Exams: 10% increase in Mastery (85-100%)

2021-22 Regents Results – Embargoed

2022-23 Local Final Exams: 10% increase in Mastery (85-100%)

- 2021-2022 Local Final Exams (gr 6-12) - Proficiency (65-100%)/Mastery (85-100%), 2021-22 Goal: 10% increase
- ELA: 95.9%/59.4% – 3.8% decrease in Mastery
- Math: 77.5%/34.5% – 11.5% decrease in Mastery
- Science: 92.4%/48% – Mastery remained the same
- Social Studies: 94.6%/74.1% – 7.5% decrease in Mastery

2022-23 Course Average: 10% increase in Mastery (85-100%)

- 2021-2022 Final Course Average (gr 6-12) - Proficiency (65-100%)/Mastery (85-100%), 2021-22 Goal: 10% increase
- ELA: 98.2%/64.6% – 12.2% increase in Mastery
- Math: 98.2%/56.6% – 2.5% increase in Mastery
- Science: 99.1%/61.5% – 7.9% increase in Mastery
- Social Studies: 99.2%/70.8% – 1.2% increase in Mastery

Priority 1

2022-23 Chronic Absenteeism: 5-10% decrease

Chronic Absenteeism 2020-21

Grades 1-8: **7.9%**

Grades 9-12: **10.5%**

Grades 1-12: **8.9%**

Chronic Absenteeism 2021-22

Grades 1-8: **14.9%** – 12.2% increase

Grades 9-12: **21.9%** – 11.4% increase

Grades 1-12: **17.3%** – 8.4% increase

2022-2023 Goal: 90% of all students will be reading on or above grade level by the of the school year.

→ **2021-22: 75% of all students will be Reading on or above grade level by the of the school year.**

→ **Goal Attained: 82.2% of all students Grades 2-9 are reading on or above grade level as measured by HMH Reading Growth Measure (grades 2-9)**

2022-2023 Goal: 75% of all students will be on or above grade level in math by the end of the school year

2021-22 Goal: 75% of all students will be on or above grade level in Math by the end of the school year. SuccessMaker Math Adaptive Learning Results (gr K-8)

2021-22: 34.1% of all students Grades K-8 were on or above grade level in math as measured by SuccessMaker Math (Time spent vs. gain is a variable for the low percentage)

75% of all students will be on or above grade level by Spring 2023 as evidenced by results of District-level ELA & Math Benchmark Assessments - 2022-23
Fall, Winter, Spring

- Grades K-8, 7H & 8H *enVision Math, Algebra 1*
- Grades K-5 *Into Reading*
- Grades 6-9 *Into Literature*

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	We will continue to prioritize providing a collaborative, evidence-based approach to differentiating and personalizing instruction and intervention, across all academic and behavioral areas for all students so that every student can achieve academic and life success. <i>"Response to Intervention (RtI)/Multi-tiered System of Support (MTSS) is one of the most effective ways to provide an equitable educational experience leveraging the collective knowledge and expertise of district and building RtI teams to help teachers understand their learners' needs and make informed and strategic decisions that best support them."</i>
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o In what ways does this support the SCEP commitments of your identified school(s)?

- Importance of family
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Priority 2

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What opportunities for *growth* are emerging?

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"How Learning Happens Messaging Framework: A Tool For Communicating about Social, Emotional and Cognitive Learning" (nysed.gov)

In the CCS classroom...	Looks Like	Sounds Like	Feels Like
Meaningful Learning	➤ Teaching about something students are passionate about and that is relevant to them. ➤ Project-based learning, choice menus ➤ Active, productive, motivated learners	➤ Teachers giving choices, teaching lessons that reflect a whole population. ➤ Increased student engagement ➤ Exciting conversations	➤ Motivating and meaningful, free choices, independent learning ➤ Excitement from students ➤ Energetic students
Intentionality	➤ Involve students in the process of learning and what is being taught ➤ Lessons that provide context and real-life utility ➤ Posted lesson objectives, clear student learning goals, students engaged in real-world tasks	➤ Giving students options and choices for areas of focus ➤ Explaining the "why" ➤ "Today we will be learning about XYZ which will prepare you for XYZ and is important to know because XYZ."	➤ Motivates them to be a part of learning and taking on a positive role, students feel included and respected for who they are. More students sharing life experiences. ➤ Mastery, competent, useful ➤ Directed learning; A plan in place
Belonging	➤ Teachers/counselors checking in with students, lunch groups, social skills groups, Houses at MS, flags in hallway, special activities, spirit days, clubs, Positivity Project ➤ Positive messaging on walls,	➤ Teachers checking in with students, teachers greeting students in hallways, announcements, ➤ Check-ins with students, "I can" statements	➤ Everyone feels safe and supported, students have a teacher/counselor they can go to, students feel connected ➤ Belonging, encouraged, empowered, accepted

Priority 2

	Identity	➤ Materials should reflect students and how they identify and see themselves ➤ Positivity Project Character Trait Questionnaire	➤ Students being able to identify with teachers/staff that look and sound like them establishes connections. ➤ Meeting weekly virtually & in-person ➤ Culturally appropriate learning experiences including language use and teachers feeling confident enough to “dive deep” into the content.	➤ By making connections to teachers/staff and having curriculum that reflects who they are will enable students to feel connected and respected. ➤ Meaningful relationships with faculty members and other students.
	Relationships	➤ Students working in groups that they are comfortable in (friends) and interacting with teachers in and outside the classroom ➤ Had NYS Mentoring program between MS and Elementary students w/ the Positivity Project ➤ Students’ recognizing their personal attributes within their school setting and staff members. ➤ Making connections beyond the academic level. ➤ All faculty working with all students. ➤ Building/district wide initiatives that promote connections to self, students and community.	➤ Students talking with each other. (laughing, etc.) ➤ Student having time to work in small groups building their relationships ➤ Conversations that include positivity, empathy, respect and support; both academically and socially. ➤ Student and faculty “voices” being heard.	➤ Supported and a safe environment for learning and social development. ➤ Loved ➤ Grounded ➤ Confident ➤ Supported ➤ Accepted

Priority 2

	Agency	➤ Shared decision making in regard to the learning. Discussions in regard to direction of the class ➤ Student Council, surveys, fostering autonomy ➤ Student ownership of their own learning.	➤ Student voices ➤ It would be a discussion based conversation so it might be loud but hopefully respectful. Every voice should have an opportunity to be heard. ➤ Constructive conversations and positively debating with students about changes. Teaching and supporting students on advocating for meaningful change.	➤ Safe. Every student should be able to contribute and not feel that are judged nor should they feel too intimidated to contribute ➤ Collaboration, teamwork ➤ Students feel like a pertinent stakeholder, have purpose.
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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?
Convene a District-wide Multi-Tiered System of Support (MTSS) Plan development team	Collaborate with BOCES MTSS/Rtl Consultant in the development of a strategic District-wide MTSS/Rtl three (3) year plan Creation of District-level (K-12) MTSS/Rtl Planning team - roles & responsibilities Creation of Building level (K-5, 6-8 & 9-12) MTSS/Rtl Planning team - roles & responsibilities Develop meeting schedule 2022-23 school year Study districts - MTSS/Rtl multi-year plans Review current Rtl/AIS Plan Professional Learning: MTSS tiers & interventions Begin development of a 3 year District-wide MTSS/Rtl Plan	Developed strategic MTSS/Rtl 3 year plan Implementation of clearly defined MTSS/Rtl Plan in progress	Collaboration with Director of Curriculum & Instruction, Director of Pupil & Personnel Services, BOCES MTSS/Rtl Consultant District MTSS/Rtl team - develop defined roles & responsibilities of the team Common planning/meeting times Professional Learning

Priority 2

Continue to establish & refine clear expectations & transition of the Resource Room & Learning Center to a skill-based instructional learning environment	Continue to provide: Professional Learning - RtI/MTSS processes & Tier 1 classroom interventions for all content areas Ongoing Job-embedded coaching (all content areas) as it relates to Tier 1 Interventions, scaffolding & modifications	Teams develop expectations & timeframe for transition to occur "Expectations & Transition timeframes" are communicated at the building level during opening Superintendent's Conference Day and reviewed periodically throughout the school year Classroom visitations throughout the school year	Collaboration with Director of Curriculum & Instruction, Director of Pupil & Personnel, Services, BOCES MTSS/RtI Consultant BOCES MTSS/RtI Consultant
"At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential.	Building RtI Planning team support Professional Learning ALL classroom teachers: to ensure 80% of students' needs are met at Tier 1 through the provision of high quality research-based instruction to include: (Chard et al., 2008): ➤ Standards-Based Curriculum ➤ Systematic Explicit Instruction ➤ Differentiated Instruction ➤ Flexible Grouping ➤ Active Student Engagement ➤ Classroom Behavior Strategies	Tier 1 Interventions: Provision of explicit, differentiated high quality instruction (ie. flexible grouping, active student engagement) <i>Into Literature & enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring HMH Growth Measure & <i>SuccessMaker Math</i> <i>status</i> : 2022-23 Fall, Winter, Spring Results NYS 2023 Gr 3-8 ELA & Math Assessments 2023 Regents Exams Marking Period averages Student Progress status - as measured by resource specific to student needs Increase in number of students reading/writing on or above grade levels Increase in number of students on or above grade level in math	Schedule Professional Learning: all classroom teachers - Tier 1 Interventions Continue implementation of differentiated resources available in <i>Into Reading</i> , <i>Into Literature</i> , <i>enVision Math</i> Job-embedded coaching <i>HMH Into Reading</i> , <i>Into Literature & K-8 enVision Math</i> Use of common planning time to develop and monitor student progress
Development & Implementation of Grades 6-8 ELA <i>Into Reading & Writing</i> Benchmark Assessments (district-level, approved)	Summer Curriculum Writing Ongoing Benchmark assessment development during the 2022-23 school year	<i>Into Reading, Into Literature</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring HMH Growth Measure: 2022-23 Fall, Winter, Spring Results 2023 Regents Exams 2023 NYS Gr 3-8 ELA Assessments Marking Period averages	<i>Into Reading, Into Literature</i> assessment resources Common planning time

Priority 2

Development & Implementation of Grades 6-8, 7H, <i>enVision Math</i> & <i>enVision Algebra 1</i> Benchmark Assessments (district-level, approved)	Summer Curriculum Writing Ongoing Benchmark assessment development during the 2022-2023 school year	<i>K- 8 enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring <i>SuccessMaker Math</i> status: 2022-23 Fall, Winter, Spring Fall, Winter, Spring 2023 NYS Gr 3-8 Math Assessments 2023 Regents Exams Marking Period averages	<i>K-8 enVision Math</i> assessment resources Common planning time
Principals will begin/continue to monitor progress - as reflected by participating in regular classroom visits (i.e. classroom walkthroughs, 5x5s), review meeting minutes of PLCs/ common planning time meetings, departmental meetings Principal will begin/continue to monitor instructional data to include: ELA diagnostic/SuccessMaker Math, marking period and ELA & Math Benchmark Assessment data.	Principals will provide periodic updates and instructional data with the Superintendent and Director of Curriculum & Instruction	Gr K-5 <i>Into Reading</i> , Gr 6-9 <i>Into Literature</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring Grades 2-9 HMH Growth Measure: 2022-23 Fall, Winter, Spring Results Gr K-8 <i>enVision Math</i> Benchmark Assessments: 2022-23 Fall, Winter, Spring Gr K-8 <i>SuccessMaker Math</i> status: Fall, Winter, Spring Student Progress status - as measured by resource specific to student needs 2023 NYS Gr 3-8 ELA & Math Assessments 2023 Regents Exams Marking Period averages	Development of classroom visitations' calendar & visitation documentation Create classroom visits, instructional, diagnostic/adaptive learning & benchmark data templates to document data
Study data-driven instructional best practices Identify student data to inform instruction.	Study districts' best practices as it relates to Building/classroom data-informed instructional practices	Building level Data-Informed Instruction Teams	Establish Building level Data-Informed Instruction Teams

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.

Grades 3-8 NYS ELA & Math 2023 Assessment Results as evidenced by a **5% increase** in proficiency based on 2021-2022 ESSA Accountability Data

2022 NYS ELA & Math Assessment Results as evidenced by a **5% increase** in proficiency based on 2018-2019 ESSA Accountability Data

2022 NYS Grades 3-8 ELA & Math Assessment Results – Embargoed

2022-23 Regents Exams: 10% increase in Mastery (85-100%)

2021-22 Regents Results – Embargoed

2022-23 Local Final Exams: 10% increase in Mastery (85-100%)

- 2021-2022 Local Final Exams (gr 6-12) - Proficiency (65-100%)/Mastery (85-100%), 2021-22 Goal: 10% increase
- ELA: 95.9%/59.4% – 3.8% decrease in Mastery
- Math: 77.5%/34.5% – 11.5% decrease in Mastery
- Science: 92.4%/48% – Mastery remained the same
- Social Studies: 94.6%/74.1% – 7.5% decrease in Mastery

2022-23 Course Average: 10% increase in Mastery (85-100%)

- 2021-2022 Final Course Average (gr 6-12) - Proficiency (65-100%)/Mastery (85-100%), 2021-22 Goal: 10% increase
- ELA: 98.2%/64.6% – 12.2% increase in Mastery
- Math: 98.2%/56.6% – 2.5% increase in Mastery
- Science: 99.1%/61.5% – 7.9% increase in Mastery
- Social Studies: 99.2%/70.8% – 1.2% increase in Mastery

2022-23 Chronic Absenteeism: 5-10% decrease

Chronic Absenteeism 2020-21

Grades 1-8: **7.9%**

Grades 9-12: **10.5%**

Grades 1-12: **8.9%**

Chronic Absenteeism 2021-22

Grades 1-8: **14.9%** – 12.2% increase

Grades 9-12: **21.9%** – 11.4% increase

Grades 1-12: **17.3%** – 8.4% increase

2022-2023 Goal: 90% of all students will be reading on or above grade level by the of the school year.

→ **2021-22: 75% of all students will be Reading on or above grade level by the of the school year.**

→ **Goal Attained: 82.2%** of all students Grades 2-9 are reading on or above grade level as measured by HMH Reading Growth Measure (grades 2-9)

2022-2023 Goal: 75% of all students will be on or above grade level in math by the end of the school year

2021-22 Goal: 75% of all students will be on or above grade level in Math by the end of the school year. SuccessMaker Math Adaptive Learning Results (gr K-8)

2021-22: 34.1% of all students Grades K-8 were on or above grade level in math as measured by SuccessMaker Math (Time spent vs. gain is a variable for the low percentage)

75% of all students will be on or above grade level by Spring 2023 as evidenced by results of District-level ELA & Math Benchmark Assessments - Fall 2022, Winter 2023, Spring 2023

- Grades K-8, 7H & 8H *enVision Math, Algebra 1*
- Grades K-5 *Into Reading*
- Grades 6-9 *Into Literature*

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Blended Learning/"Anytime, Anywhere" Learning - School leaders and teachers will continue to improve their proficiency in the integration of research-based instructional technology, blended learning, and "any time, anywhere" learning that is integrated with their content and pedagogical expertise in the classroom that will afford ALL learners with personalized learning opportunities that leverages standards-based curriculum, through the use of high quality technology tools and digital content.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • 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)?	Student interviews (2022) Personalized, Project-based & Blended Learning ➤ Students want to have choice in learning ➤ Differentiation - different learning styles ➤ Flexibility in completion of assignments, homework ➤ Homework - schoolwork review for day, focus on day's lesson objectives ➤ Provide students with potential to explore learning opportunities ➤ Students want to keep tech integration and classwork/deadline flexibility Clinton CSD Instructional Technology Plan (2022-2025) Goal #2 School leaders and teachers will continue to their improve proficiency in the integration of instructional technology, blended learning, "any time, anywhere" learning that is integrated with their content and pedagogical expertise into the classroom that will afford ALL learners with personalized learning opportunities that leverages curriculum and standards-based, high quality technology tools and digital content. (Professional Development) Clinton CSD Vision 2025 Strategic Goal 3.2: Classroom instruction utilizes multiple learning tools and strategies requiring students to think and write critically, be challenged, and become self-directed learners.

Domain 3: Instruction*Danielson Framework for Teaching (2014)*

"Student engagement in learning is the centerpiece of the **Framework for Teaching**; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement."

Domain 3c: Engaging Students in Learning, Highly Effective - *Danielson Framework for Teaching (2014)*

"Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding."

NYS K-12 COMPUTER SCIENCE AND DIGITAL FLUENCY LEARNING STANDARDS (2020)**Vision for the CS & DF Standards**

Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies.

GUIDING PRINCIPLES for the COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS

1. EQUITY AND ACCESS: Equity and diversity should be attended to, allowing for engagement by all students and flexibility in how students may demonstrate proficiency. The standards support a cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning—otherwise referred to as Culturally Responsive-Sustaining Education (CR-S).

2. INTERDISCIPLINARY CONNECTIONS: The standards will complement and promote learning across disciplines.

3. COHERENCE: The standards will be focused on the most important knowledge and skills that all students need to know. The standards will be clearly written, demonstrate vertical and horizontal alignment, and articulate a clear learning progression.

4. RELEVANCE AND ENGAGEMENT: The standards will motivate and empower students, allow for a focus on appropriate real-world challenges, and will prepare students to adapt and prosper in a world that is increasingly influenced and shaped by technological advancements.

International Standards for Technical Educations (ISTE) for Students

Std 1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals.

Std 3 Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Std 6 Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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?
Provide students with rich student-centered learning opportunities that promote teamwork, demonstrate creative thinking, use of engaging materials in their development of innovative products & processes	Continue with Curriculum Development practices that reflect the Culturally Responsive-Sustaining Education Framework's 4 Principles and are in alignment with: ❖ Current NYS Next Generation Learning Standards (all content areas), ❖ NYS K-12 Computer Science & Digital Fluency Learning Standards ❖ International Society for Technology Education Standards (ISTE Standards) All Curriculum Development should include: ❖ Vertical & horizontal alignment, ❖ Is relevant, ❖ Reflects student needs, and ❖ Is engaging utilizing research-based instructional strategies for all learners in order to educate and empower all students Use engaging materials, digital media & environments to communicate & work collaboratively to include: blended distance learning in order to support individual (student-centered) learning & contribute to the learning of others Continue to create & model professional learning & job-embedded coaching opportunities such as: blended learning strategies, "anytime, anywhere" learning, use of Zoom, Google Meet, webinars,	Students are able to: Demonstrate creative thinking, constructing knowledge, & develop innovative products & processes using technology Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. (<i>ISTE Standards for Student</i>) Teachers provide students with multimodal materials and appropriate scaffolds for purposeful learning of content, analytical practices, and language. Apply digital tools to gather, evaluate and use information	Collaboration with PDC Coordinator, Director of Curriculum & Instruction, Instructional Leaders/Department Chairs & Professional Learning Team Use Agilix Buzz LMS to create & facilitate synchronous, asynchronous, hybrid Professional Learning activities Schedule targeted Professional Learning that will maximize learning with online resources to include: <i>Into Reading</i> (Gr K-5) <i>iRead</i> (K-2) <i>Into Literature</i> (6-9) <i>Writables</i> (6-9) - HMH Growth Measure (3-9) <i>enVision Math</i> (K-8) <i>Successmaker Maker</i> (K-8)

Priority 3

	Instructional Technology, adaptive learning resources, Choice Boards, Playlists, EdCamp Model, Flipped - Google Classroom, Buzz		
Continue to refine instructional technology/pedagogical practices through collaborative partnerships that are aligned with the NYS Next Gen Learning Standards (all content areas) & the K-12 Computer Science & Digital Fluency Learning Standards	Continue to create professional learning opportunities both synchronously & asynchronously that are relevant to the: ❖ District's Vision 2025 & annual Strategic Goals ❖ Professional Learning Plan 2022-25 and, ❖ Current instructional technology trends & needs that will support all learners Develop/offer Professional Learning opportunities as it relates to the 5 concepts of the Grades K-12 Computer Science & Digital Fluency Learning Standards; Facilitate PLCs/conversations as it relates to cross-curricular elements of the NYS Next Gen Learning Standards (all content areas) & the K-12 Computer Science & Digital Fluency Learning Standards	Students are able to: Demonstrate creative thinking, constructing knowledge, & develop innovative products & processes using technology Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. <i>(ISTE Standards for Student)</i>	◆ Schedule targeted Professional Learning opportunities that include: Job-embedded coaching sessions that includes student engagement strategies ◆ User Groups ◆ PLCs ◆ Turnkey Trainings
Continue to utilize existing internal (ie. instructional tech experts/coaches, library media specialist) & external (ie. MORIC & BOCES instructional tech PD & resources, Center State Teacher Center) human capital to expand teacher's knowledge of current & new instructional technologies & practices through the lens of the SAMR Model (Substitution, Augmentation, Modification, Redefinition)	Explore possible options to create and grow opportunities for district instructional technology experts/coaches to provide support & onsite coaching on a daily basis Continue to create a team of Instructional Technology users' groups, turnkey trainers, coaches to support faculty & staff	As evidenced by: Growth & excellence of a digital age learning culture, excellence in instructional tech & related professional practices Increased use of information & technology resources	◆ Schedule targeted Professional Learning opportunities that include: Job-embedded coaching sessions that includes student engagement strategies ◆ User Groups ◆ PLCs ◆ Turnkey Trainings

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.

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Priority 3

2022-23 Chronic Absenteeism: 5-10% decrease

Chronic Absenteeism 2020-21

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Chronic Absenteeism 2021-22

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- Grades K-8, 7H & 8H *enVision Math, Algebra 1*
- Grades K-5 *Into Reading*
- Grades 6-9 *Into Literature*

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?	Our schools and classrooms are accessible and genuinely welcoming to parents, families and the community. In addition, our community, its schools, and all stakeholders continue to establish and maintain strong cooperative, collaborative relationships.
Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> • 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: - o In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews? - o In what ways does this support the SCEP commitments of your identified school(s)?	Student interviews (2022) School Community Connections - Socialization ➤ Students were more distracted at home & preferred being in school ➤ Connects are important to have socially & academically ➤ Definitely in-person learner ➤ Need to have more activities for the students to do. ➤ Middle School Housing ➤ Outdoor activity nights ➤ Team trivia ➤ Schoolwide ceremonies/assemblies ➤ Socialization through a variety of clubs sports, school activities, and fundraisers ➤ Students feel the best part of school is being together Personalized, Project-based & Blended Learning ➤ Students want to have choice in learning ➤ Differentiation - different learning styles ➤ Flexibility in completion of assignments, homework ➤ Homework - schoolwork review for day, focus on day's lesson objectives ➤ Provide students with potential to explore learning opportunities ➤ Students want to keep tech integration and classwork/deadline flexibility Personal Growth - learned during the Pandemic and Post-pandemic transition ➤ Felt they matured & became more responsible ➤ Spent more time talking with their families ➤ Became more independent/increased independence ➤ Respect people more

Priority 4

- Increased self-sufficiency
- Better to help others than to help yourself
- More motivated to achieve
- Learned to figure things out for themselves
- Able to achieve more at school
- Resilience
- Importance of family
- Recognized the need for in-person learnings
- Pressures can be positive

Social Emotional Learning/Supports

- Guidance counselors, social workers, trusted teachers help students feel comfortable: good level of support
- Seeing counselor & social worker as accessible, help with mental health

EQUITY SELF-REFLECTION FOR IDENTIFIED SCHOOLS

Principle 1: Welcoming and Affirming Environment

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- In person instruction has created stronger connections among teachers and students.
- Students seem more comfortable sharing personal information with teachers.
- An increase in surveys to assess faculty, student and community impressions about school climate.
- We have made progress informing teachers and staff how to interact with students who are struggling with identity issues and make them feel comfortable.
- More of a self awareness between students, faculty and staff.
- Students seem to have become more comfortable sharing their identities in the school community.

What strengths are **emerging as you consider these practices?**

- Parent communication-*ParentSquare*
- Activity nights held by club advisors/members-bringing students together and keeping them engaged and active
- Positivity Project implementation
- More middle school activities to encourage relationships and teamwork across all grade levels.

Priority 4

- Faculty and staff are welcoming and more informed about diversity.
- Seize opportunities for inclusion in curriculum when appropriate.
- We are addressing people how they prefer to be addressed, and allowing them the choice to be who they want to be.
- Students, in turn, are more aware of differences in identity and pronoun preferences. Normalizing this topic will make all students feel welcome and safe in our school.
- Kids and staff are becoming more open to communicating questions and answers with one another on these topics.

What opportunities for **growth** are emerging?

- Educate students on what disagreement without judgment means.
- Students are more confident, self-assured and feel more accepted, less timid and happier.
- The need for more community education that helps raise awareness of the changing needs of students.
- Having deeper conversations among students so that they can empathize and consider others.
- Opportunities to attend presentations regarding identity/gender issues.
- Continued communication with families to address misunderstandings surrounding education and school policy.
- These issues are more "out in the open" now which allows opportunity for growth.

Principle 2: High Expectations and Rigorous Instruction

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Expectations are still high, but some students, because of covid, are struggling with academic expectations because of gaps.
- Field trips, guest speakers, and community involvement have increased with the lifting of mandates.
- More open/free discussion about these issues.
- I think that we have actually slipped a bit in our rigor. Students need to be held accountable again for high success.
- I am not sure I can look at the growth as of yet. I do believe we have become more aware of kids' needs.
- Throughout the pandemic, we have become more creative in addressing multiple student needs and more adept at utilizing appropriate classroom technology.

Priority 4

What **strengths** are emerging as you consider these practices?

- Teachers are seizing opportunities when presented in and out of the classroom.
- Clubs are becoming more active
- Individual teacher practices with holding kids accountable
- More awareness among staff and faculty.
- Better learning environments, more use of technology

What opportunities for **growth** are emerging?

- More opportunities for community involvement and project based learning.
- Issues not addressed by current clubs can be the focus of a new club.
- Giving teachers more time together on superintendent's days to find the joys in teaching again.
- More issues equate to more opportunity.
- Encouraging students to be more independent with academic risk and responsibility.

Principle 3: Inclusive Curriculum and Assessment

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- The library has continuously worked to diversify resources and provide equity in access to reliable news sources. Teachers have been introducing students to these opportunities.
- More interdisciplinary opportunities.
- Showcase student work.
- The district is focusing on encouraging inclusivity with the students this year.
- While there are opportunities for inclusive curriculum in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

Priority 4

What **strengths** are emerging as you consider these practices?

- Students have access to culturally, racially, and linguistically diverse literature and clubs
- Students' ownership for learning.
- Teachers who continuously work to keep up to date with Professional Development.
- Individual teachers are providing opportunities in their classrooms for inclusive curriculum and assessment.

What opportunities for **growth** are emerging?

- Continue providing students with opportunities to examine resources, use databases, and participate in clubs that help students feel like members of safe learning communities.
- Clubs
- Academics
- Allowing teachers more time together and more choice for PD requirements
- More PD background for culturally diverse students and adopting more student choice in the classroom.

Principle 4: Ongoing Professional Learning and Support

As you review these practices, where has the school seen progress since completing last year's Equity Self-Reflection?

- Increased PD on race, racism, and identifying microaggressions. Access to diverse literature and online tools through our library.
- Implementation of extra support classes; gender identity awareness.
- The conversation is happening more often, which is good.
- While there are opportunities for professional development and learning in the district, a closer analysis of last year's Equity Self-Reflection would be helpful to answer this question.

What **strengths** are emerging as you consider these practices?

- Participating teachers are introducing students to culturally sensitive resources in the classroom, library, and through extra curricular opportunities,
- Tolerance among students
- Students feeling safe to express and be themselves.
- The PD that is offered.
- Wider variety of available professional development.

What opportunities for *growth* are emerging?

- Team leaders and administrators can meet more frequently to review opportunities for professional growth and student opportunity in these areas.
- Clubs
- Giving teachers more time together and choice in PD.
- More opportunities for students to engage in this development.

"How Learning Happens Messaging Framework: A Tool For Communicating about Social, Emotional and Cognitive Learning" (nysed.gov)

In the CCS classroom...	Looks Like	Sounds Like	Feels Like
Meaningful Learning	➤ Teaching about something students are passionate about and that is relevant to them. ➤ Project-based learning, choice menus ➤ Active, productive, motivated learners	➤ Teachers giving choices, teaching lessons that reflect a whole population. ➤ Increased student engagement ➤ Exciting conversations	➤ Motivating and meaningful, free choices, independent learning ➤ Excitement from students ➤ Energetic students
Intentionality	➤ Involve students in the process of learning and what is being taught ➤ Lessons that provide context and real-life utility ➤ Posted lesson objectives, clear student learning goals, students engaged in real-world tasks	➤ Giving students options and choices for areas of focus ➤ Explaining the "why" ➤ "Today we will be learning about XYZ which will prepare you for XYZ and is important to know because XYZ."	➤ Motivates them to be a part of learning and taking on a positive role, students feel included and respected for who they are. More students sharing life experiences. ➤ Mastery, competent, useful ➤ Directed learning; A plan in place

Priority 4

	Belonging	➤ Teachers/counselors checking in with students, lunch groups, social skills groups, Houses at MS, flags in hallway, special activities, spirit days, clubs, Positivity Project ➤ Positive messaging on walls,	➤ Teachers checking in with students, teachers greeting students in hallways, announcements, ➤ Check-ins with students, "I can" statements	➤ Everyone feels safe and supported, students have a teacher/counselor they can go to, students feel connected ➤ Belonging, encouraged, empowered, accepted
	Identity	➤ Materials should reflect students and how they identify and see themselves ➤ Positivity Project Character Trait Questionnaire	➤ Students being able to identify with teachers/staff that look and sound like them establishes connections. ➤ Meeting weekly virtually & in-person ➤ Culturally appropriate learning experiences including language use and teachers feeling confident enough to "dive deep" into the content.	➤ By making connections to teachers/staff and having curriculum that reflects who they are will enable students to feel connected and respected. ➤ Meaningful relationships with faculty members and other students.
	Relationships	➤ Students working in groups that they are comfortable in (friends) and interacting with teachers in and outside the classroom ➤ Had NYS Mentoring program between MS and Elementary students w/ the Positivity Project ➤ Students' recognizing their personal attributes within their school setting and staff members.	➤ Students talking with each other. (laughing, etc.) ➤ Student having time to work in small groups building their relationships ➤ Conversations that include positivity, empathy, respect and support; both academically and socially. ➤ Student and faculty "voices" being heard.	➤ Supported and a safe environment for learning and social development. ➤ Loved ➤ Grounded ➤ Confident ➤ Supported ➤ Accepted

Priority 4

		➤ Making connections beyond the academic level. ➤ All faculty working with all students. ➤ Building/district wide initiatives that promote connections to self, students and community.		
	Agency	➤ Shared decision making in regard to the learning. Discussions in regard to direction of the class ➤ Student Council, surveys, fostering autonomy ➤ Student ownership of their own learning.	➤ Student voices ➤ It would be a discussion based conversation so it might be loud but hopefully respectful. Every voice should have an opportunity to be heard. ➤ Constructive conversations and positively debating with students about changes. Teaching and supporting students on advocating for meaningful change.	➤ Safe. Every student should be able to contribute and not feel that are judged nor should they feel too intimidated to contribute ➤ Collaboration, teamwork ➤ Students feel like a pertinent stakeholder, have purpose.

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 targeted efforts to increase participation in after-school clubs, music and/or athletic programs, creation of new clubs based on student interest	Continue to solicit interest in extracurricular clubs, activities ie.schoolwide fair on clubs available. Meetings begin in October Offer after-school activities based on student interests, with explicit attention toward those struggling with attendance	At least 80% of students will sign up for at least one extracurricular activity 90% attendance at extracurricular activities throughout the Fall By December, at least 90% of students will stay after at least once a week	Bus transportation for extracurricular clubs, Explore funding materials/resources for clubs Staff to organize and lead clubs/activities Explore stipends options for club advisors
Continue to explore & identify the best ways to inform parents of expectations	Continue to study and develop best ways to communicate/inform parents about building/classroom expectations	90% increase in classroom/school to student communication as evidenced by increased use of ParentSquare & StudentSquare .	Continue to support ongoing ParentSquare Professional Learning as needed for faculty & administration.
Continue to expand K-12 faculty, administration & staff use of ParentSquare & StudentSquare in an effort to increase classroom/school to student communication. (<i>student engagement</i>)	Building-wide: Continue to increase the use of ParentSquare & StudentSquare as a school to home/home to school communication resource	By building - periodic review of ParentSquare Dashboard: participation and interaction rates, classroom and school posts, and other relevant data that indicates increased utilization.	Continue to support ongoing Professional Learning as needed - ParentSquare faculty, administration.

Priority 4

Explore the creation of Parent/Caregiver University Sessions and Resources (ie. Digital, Newsletters, Video) that help parents support their child's learning at home.	Collaboration team/partnership in the development of Parent Resources (faculty, administration, PDC Coordinator, PTA) Develop synchronous & asynchronous opportunities in order to meet families learning needs & availability/time schedules. Develop programs based on Needs assessment - technology, Google Classroom, reading strategies, writing, math support, Social Emotional Learning, etc. Explore options to coordinate availability of families - consider work day variations (ie. 10-12 hr shifts, day, evening, overnight shifts, weekday vs weekend work schedule)	Parent/Family University sessions will be developed and implemented. Participation in Parent/Family University sessions Feedback from participants Development of Parent/Family Resources (ie Digital, Newsletters, Video) that help parents As reflected in "Continuous School Improvement" Survey: Student: "I have fun learning." "I have support for learning at home Family; "I am informed of my child's progress." "I know what my child's teacher expects of my child." "My child's teacher helps me help my child at home."	Determine who (team) would be responsible for the development of programs & resources Schedule dedicated time to create program & 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?

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

- Increased participation in after-school clubs/activities (85% of students staying at least once a week)
- 2022-23 Goal: Approximately 80-85% of Administration, faculty, students and parents will be active on **ParentSquare/StudentSquare**.

Grades 3-8 NYS ELA & Math 2023 Assessment Results as evidenced by a **5% increase** in proficiency based on 2021-2022 ESSA Accountability Data

2022 NYS ELA & Math Assessment Results as evidenced by a **5% increase** in proficiency based on 2018-2019 ESSA Accountability Data

2022 NYS Grades 3-8 ELA & Math Assessment Results – Embargoed

2022-23 Regents Exams: 10% increase in Mastery (85-100%)

2021-22 Regents Results – Embargoed

2022-23 Local Final Exams: 10% increase in Mastery (85-100%)

- 2021-2022 Local Final Exams (gr 6-12) - Proficiency (65-100%)/Mastery (85-100%), 2021-22 Goal: 10% increase
- ELA: **95.9%/59.4%** – 3.8% decrease in Mastery
- Math: **77.5%/34.5%** – 11.5% decrease in Mastery
- Science: **92.4%/48%** – Mastery remained the same
- Social Studies: **94.6%/74.1%** – 7.5% decrease in Mastery

2022-23 Course Average: 10% increase in Mastery (85-100%)

- 2021-2022 Final Course Average (gr 6-12) - Proficiency (65-100%)/Mastery (85-100%, 2021-22 Goal: 10% increase
- ELA: **98.2%/64.6%** – 12.2% increase in Mastery
- Math: **98.2%/56.6%** – 2.5% increase in Mastery
- Science: **99.1%/61.5%** – 7.9% increase in Mastery
- Social Studies: **99.2%/70.8%** – 1.2% increase in Mastery

2022-23 Chronic Absenteeism: 5-10% decrease

Chronic Absenteeism 2020-21

Grades 1-8: **7.9%**

Grades 9-12: **10.5%**

Grades 1-12: **8.9%**

Chronic Absenteeism 2021-22

Grades 1-8: **14.9%** – 12.2% increase

Grades 9-12: **21.9%** – 11.4% increase

Grades 1-12: **17.3%** – 8.4% increase

2022-2023 Goal: 90% of all students will be reading on or above grade level by the of the school year.

- 2021-22: 75% of all students will be Reading on or above grade level by the of the school year.
- Goal Attained: **82.2%** of all students Grades 2-9 are reading on or above grade level as measured by HMH Reading Growth Measure (grades 2-9)

2021-22 Goal: 75% of all students will be on or above grade level in Math by the end of the school year. SuccessMaker Math Adaptive Learning Results (grades K-8)

2021-22: 34.1% of all students Grades K-8 were on or above grade level in math as measured by SuccessMaker Math (Time spent vs. gain is a variable for the low percentage)

2022-2023 Goal: 75% of all students will be on or above grade level in math by the end of the school year

75% of all students will be on or above grade level by Spring 2023 as evidenced by District-level Benchmark Assessments - Fall 2022, Winter 2023, Spring 2023

- Grades K-8, 8H *enVision Math*
- Grades K-5 *Into Reading*
- Grades 6-9 *Into Literature*

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2022-23?

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)?*

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?

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.

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)
David Langone	Interim Superintendent	Clinton CSD
Dr. Stephen Grimm	Superintendent	Clinton CSD
Debora Van Slyke	Director of Curriculum & Instruction	Clinton CSD
Erin Eagan	Director of Pupil Personnel Services	Clinton CSD
Dr. Shaun Carney	Principal	Middle School
Dr. Matthew Lee	Principal	High School
Ellen Leuthauser	Principal	Elementary School
Amie Johnson	Professional Development Coordinator	Clinton CSD
Monica Moshier	Elementary Social Worker	Elementary School
Denise Toia-Kramer	K-12 ENL Teacher	Clinton CSD
Kelly Gehring	MS ELA Teacher	Middle School
Adriane Gemelli	MS Math Teacher	Middle School
Jessie Jacobs	MS Special Education Teacher	Middle School

Our Team's Process

Meredith Callaghan	HS Science Department Chair	High School
Christine Carbone	HS Special Education Department Chair	Elementary School
Karen Romano	HS English Department Chair	High School
Kelly Landry	Elementary Teacher, Reading/Literacy	Elementary School
Tammy Mickle	Elementary Teacher, Math Leader	Elementary School
Patricia Houser	Elementary Support Services	Elementary School
Amy Randall	Elementary Special Ed, Reading/ELA Leader	Elementary School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
5/19/2022	Zoom Meet
6/1/2022	Zoom Meet
6/8/2022	Zoom 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 responsible for teaching each identified subgroup	
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. ☒ 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).