



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Fort Edward UFSD	Richard R. DeMallie, Ed.D.

2022-2023 Summary of Priorities

In the space below, input the three to five District priorities for 2022-2023 identified in this plan.

1	Utilization of data to inform changes in planning for and providing intervention and instruction in the area of mathematics grades K-12
2	Utilization of data to inform changes in planning for and providing intervention and instruction in the area of ELA grades K-12
3	Utilize attendance data to identify and address barriers faced by our students K-12

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Utilization of data to inform changes in planning for and providing intervention and instruction in the area of mathematics grades K-12</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>Fort Edward has been identified for lack of progress and increasing achievement as identified by Level 1 indicators in the most recently released ESSA data.</p> <p>The district's goals have included increasing student achievement. While proficiency percentage hovers in the 30s, the proficiency at the High School stabilizes around 75. The district will engage in some data analysis across the district to tease out best practice and intervention strategies that may engage more students and increase student success..</p> <p>The impact of COVID has exacerbated an already existing gap in skills and knowledge for Fort Edward students. Missing state test data impacts the ability to understand the trajectory of meeting proficiency targets set by NYS. Using data to inform changes in planning for and providing intervention and instruction in mathematics will allow the district to set short and long term plans for meeting the changing needs of students.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional development to review current data (including iReady and NYS assessments)</p>	<p>Pulling teams of teachers together to review data</p>	<p>Collecting feedback from teachers to understand the effectiveness of interventions.</p> <p>Reviewing student data in fall, winter and spring to assess progress.</p>	<p>After school monthly professional development with staff</p> <p>iReady</p> <p>Work with District CIO</p> <p>Professional Learning Communities (PLC)</p> <p>Classroom performance data</p>
<p>Curriculum review towards Next Generation standards and iReady data</p>	<p>Curriculum implementation team to review deficit areas of progress and ensure they are addressed during instruction.</p>	<p>Collecting evidence from teachers to understand the effectiveness of interventions.</p> <p>Reviewing student data in fall, winter, and spring to assess progress.</p>	<p>After school monthly professional development with staff</p> <p>Professional Learning Communities (PLC)</p> <p>iReady</p> <p>Work with District CIO</p>

Priority 1

			Data
Create second semester mathematics labs.	<p>Review students quarterly grades, iReady scores, and qualitative teacher data.</p> <p>The Principal and Director of Pupil Services will work collaboratively with the teachers to create extra sections within the master schedule for math labs to begin in the second semester.</p>	<p>Students' iReady score and third quarter scores will be utilized to determine the effectiveness of this strategy.</p> <p>We will also review interim reporting data at the high school level</p> <p>Success will also be determined by the fourth quarter scores and state assessment data in the area of Math.</p> <p>Success will be measured in the long term graduation success rates</p>	<p>Additional funds to pay for extra class stipends</p> <p>Access to transcripts</p> <p>Feedback from instructional team</p> <p>iReady</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 2021-22 school year.

Success will be determined through student performance on State math assessments, increased student achievement through trimester/quarterly reporting periods, as well as through the trend data provided through iReady

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Utilization of data to inform changes in planning for, and providing intervention and instruction in the area of ELA grades K-12</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>Fort Edward has been identified for lack of progress and increasing achievement as identified by Level 1 indicators in the most recently released ESSA data</p> <p>The district's goals have included increasing student achievement. While proficiency percentage fluctuates in grades 3-8, the proficiency at the High School stabilizes around 75. The district will engage in some data analysis across the district to tease out best practice and possible strategies that may engage more students and increase student success.</p> <p>The impact of COVID has exacerbated an already existing gap in skills and knowledge for Fort Edward students. Missing state test data impacts the ability to understand the trajectory of meeting proficiency targets set by NYS. Using data to inform changes in planning for and providing ela will allow the district to set short and long term plans for meeting the changing needs of students.</p> <p>The district has implemented a new core series, Wonders. This program was implemented Pre-K - 5 during the 21-22 school year. Wonders places emphasis on areas of student need in the subject of ELA. The District will make efforts in the 22-23 school year to expand the ELA curriculum and interventions to better meet the needs for students in grades 6-12.</p>

Priority 2

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>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Professional development to review current data (including Wonders, iReady and NYS assessments)</p>	<p>Pulling teams of teachers together to review data</p>	<p>Collecting feedback from teachers to understand the effectiveness of interventions.</p> <p>Reviewing student data in fall, winter and spring to assess progress.</p>	<p>After school monthly professional development with staff</p> <p>iReady , Wonders</p> <p>Work with District CIO</p> <p>Professional Learning Communities (PLC)</p> <p>Classroom performance data</p>
<p>Curriculum review towards Next Generation standards, iReady data and Wonders</p>	<p>Curriculum implementation team to review deficit areas of progress and ensure they are addressed during instruction.</p>	<p>Collecting evidence from teachers to understand the effectiveness of interventions.</p> <p>Reviewing student data in fall, winter, and spring to assess progress.</p>	<p>After school monthly professional development with staff</p> <p>Professional Learning Communities (PLC)</p> <p>iReady, Wonders</p> <p>Work with District CIO</p> <p>Data</p>

Priority 2

<p>Create second semester ELA labs.</p>	<p>Review students quarterly grades, iReady scores, and qualitative teacher data.</p> <p>The Principal and Director of Pupil Services will work collaboratively with the teachers to create extra sections within the master schedule for ELA labs to begin in the second semester.</p>	<p>Students' iReady score, third and fourth quarter scores, and Regents outcomes will be utilized to determine the effectiveness of this strategy.</p> <p>We will also review interim reporting data at the high school level</p> <p>Success will be measured in the long term graduation success rates and Regents proficiency.</p>	<p>Additional funds to pay for extra class stipends</p> <p>Access to transcripts</p> <p>Feedback from instructional team</p> <p>iReady and Regents scores</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.

Success will be determined through student performance on State ELA assessments, increased student achievement through trimester/quarterly reporting periods, as well as through the trend data provided through iReady and Wonders.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Utilize attendance data to identify and address barriers faced by our students K-12</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district data hovers around a low 70% graduation rate regardless of 4, 5 or 6 year rate. As the district embarks on a number of initiatives and activities to increase achievement and performance, decrease dropouts and increase graduation rate, it is important to understand the attendance trends within the district. The information collected will assist the district in future decision making.</p> <p>The data will be summarized for a team to review and develop a plan of action for the 23-24 SY.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Collect attendance data	Communicating with all stakeholders via email, website, texts, past and present attendance trends..	We will know this is making a difference by seeing improvement in student daily attendance.	eSchool Data Student Survey Time

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.

The district hopes to have the data collected quarterly for review. The data will be utilized by the team to make decisions to revise practice/policy etc. throughout the 22-23 school year and for the 23-24 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 <i>(if applicable)</i>
Shauna Brown	Teacher	Fort Edward UFSD
Nelson Chase	Teacher	Fort Edward UFSD
Joyce Long	Director of Pupil Services	Fort Edward UFSD
Lisa Corlew	Teacher	Fort Edward UFSD
Jill Boucher	Teacher	Fort Edward UFSD
Maggie Torra	Teacher Aid / Parent	Fort Edward UFSD
Ryan Herman	Teacher	Fort Edward UFSD
Deborah LeBarron	Elementary Guidance Counselor	Fort Edward UFSD
Jessica Smatko	Teacher	Fort Edward UFSD
Erin Russo	Principal	Fort Edward UFSD
Richard DeMallie, Ed.D.	Superintendent	Fort Edward UFSD

Priority 3

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
	Fort Edward UFSD
	Fort Edward UFSD
	Fort Edward UFSD

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?

Submission Assurances

Directions

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

1. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X 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. X 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. X 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 @nysed.govDCIP by July 30, 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).