



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
West Canada Valley CSD	Donald J. Shepardson

2022-23 Summary of Priorities

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

1	Creating a welcoming environment for both our students and families by fostering relationships.
2	Strengthening our ability to provide a cohesive, relevant curriculum and engaging instruction.
3	Leadership to ensure school improvement by monitoring instruction through consistent informal walkthroughs and observations for each classroom teacher.
4	
5	

PRIORITY I

Our Priority

What will we prioritize to extend success in 2022-23?	Creating a welcoming environment for both our students and families by fostering relationships.
<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>District Mission Statement: "Through a cooperative effort, parents, community, and the West Canada Valley Central School District are committed to preparing responsible, caring, and productive citizens. With a commitment to excellence, we will provide an atmosphere in which all students can reach their fullest potential as life-long learners."</p> <p>In interviews, many seventh and eighth grade students identified the ongoing issues in readjusting to school in 2022-23. They noted that it was a challenge transitioning from virtual learning to in-person classes. Students at all levels expressed concern for wellness and social emotional needs. They suggested support groups or mental health providers for students. Work on Social Emotional Learning (SEL) must continue K-12 in our district.</p> <p>A student survey conducted at the end of the year, reiterates the desire by students interviewed to have additional activities throughout the school year. In the survey, 56% of students stated that they strongly agree or agree, while 29% were neutral when answering: "This school created a welcoming environment for students." However, students also indicated in interviews that social media has contributed to disruptions and arguments between students that occurred in school.</p> <p>School surveys had indicated that 76% of parents (grades 7-12) agreed or strongly agreed and 19% were neutral when answering the statement, "The school is welcoming to my child and makes connections with families". Parents have continually indicated the need to increase communication avenues between the</p>

Priority 1

home and school. Based on a parent survey from the 2020-2021 school year, between 63-76% of parents indicated they preferred a phone call with 24-36% preferring an email from the school regarding concerns about their child's academics, behavior, and attendance issues. Overall, parents have indicated that they desire more communication between the school and the home. During the 2021-2022 school year, the District added ParentSquare as a means of communicating with parents and guardians. A total of 599 families (607 parents) district-wide utilized ParentSquare during the 2021-2022 school year.

Parents (k-12th grade) participated in special education meetings and parent-teacher conferences. There continued to be frequent parental contacts with both the elementary and jr/sr high school principals. There has also been an increased participation in CSE meetings by parents due to the availability of virtual meetings.

Community partnerships with both local and State Department of Health, regional school leaders, and interactions with community service providers substantially increased due to the COVID-19 epidemic. As a district, we worked with all these service providers and we worked on frequent home communication during the 2021-22 school year.

After a year of social isolation, school leaders and teachers worked to prepare procedures and welcoming strategies at all levels in 21-22. In student interviews they expressed happiness at being back in school full time. They had missed out on making new friends and strengthening existing friendships. The Equity Self-Reflection for the middle and high school showed that schools have worked to cultivate a school and classroom environment which is accepting and inclusive. Students want an opportunity to voice their opinions about issues at school. Principals have worked on social emotional learning and the need for consistency and social emotional learning in the curriculum. At the middle and high school Book Circles were implemented.

Priority 1

	<p>The district continued to address the negative impact of COVID-19 on students feeling isolated in 2021-22 through offering more choice, activities, and curriculum that begins to include diverse perspectives.</p>
--	--

Key Strategies and Resources

Strategy	Methods	Gauging Success	Resources
What strategies will be pursued as part of this priority?	What does this strategy entail?	How will we know if this strategy is making a difference	What resources (schedule, space, money, processes, individuals) are necessary to support these strategies?
Continue utilizing ParentSquare and add StudentSquare.	Provides avenues for streamlining communication with families and students. Attendance notifications. Parent buy-in and sign-up at 7th and 8th grade orientation.	Analyze usage data (mid and end of school year) Survey staff and families (mid and end of school year) to determine increased family and staff communication.	Money (Approximately \$5 per student enrolled). Training new staff.
Open House at All Levels	Principals will continue to work with staff to organize Open Houses at each level.	Recording the number of all parents attending Open House	Staff
Providing field trips, after school short trips, pep rallies, dances, and other events.	Organizing and planning trips that promote fostering relationships among staff and students. Coordinate with busing.	Record student attendance. Survey students.	Money. Transportation. Staff volunteers and chaperones. Planning events and trips.
Providing after school buses (grades seven through twelve).	Continue organizing an after school bus schedule. Work with the transportation supervisor.	Provide opportunities for social interaction.	Funding. Scheduling.
Social Emotional Learning	NYS Police Social Media Presentation. Denali Group Strengths Assessment Test and	Student post surveys	Money. Scheduling programs.

Priority 1

	Assembly for seventh and tenth graders. Bring guest speakers for assemblies.		
Continuation of Book Circle, Sewing Circle, and Debate. Implementation of additional afterschool activities.	Select and order book selections related to Social Emotional Learning (SEL). Create an online forum for organizational and discussion purposes. Schedule and hold monthly meetings after school.	Attendance and grade levels of participation.	Money. School support and promotion.
Organizing a seventh and eighth grade orientation.	Organize the event with staff members.	Participation in the event. Feedback from students and parents.	Funding. Staff volunteers.
Re-implementation of a morning program in the elementary school.	Assuring that the program can take place while maintaining safety and compliance with the most up-to-date COVID-19 restrictions.	Recording the number of community members that attend Morning Program on a daily basis.	Staff to assist with COVID-19 restriction protocols (temperature checks, screening forms, etc.).
Introduce Unity Challenge/Field Days into middle school (Spring)	Organize the event with staff members.	Participation in the event. Feedback from students.	Money for prizes, trophies, food, and games.
Provide opportunities for student voice.	Through surveys, student council, and student interviews within the school year.	Student participation and feedback.	Time.

Priority 1

Elementary/Middle School (k-8) Summer Enrichment Programs (STEM, swim, RTI, etc.)	<p>Identifying students for various programs.</p> <p>Recruitment of staff members to run individualized programs.</p> <p>Organizing and planning program activities.</p> <p>Coordination of busing for students attending various programs.</p>	<p>Participation rates in the programs.</p> <p>Academic growth/achievement of those students who attend the programs (state assessment scores, STAR testing, etc.)</p>	<p>Funding for busing, staffing, and program materials.</p> <p>Time to schedule busing and individualized programs.</p> <p>Staff to run the program.</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.

ParentSquare/StudentSquare: The District will continue to analyze ParentSquare (new software) usage data throughout the school year to identify the number of parents/guardians utilizing the program. Survey parents and staff to see if the implementation of Parent Square leads to increased communication between the school and home (mid and end of the year). Grades 7-12 will also implement StudentSquare during the 2022-2023 school year.

Field trips and after school programs: Students attendance will be recorded to gauge participation in the programs. Students will also be surveyed in order to secure some qualitative data regarding the success of the programs.

Priority 1

Seventh and eighth grade orientation: Attendance will be taken to identify the percentage of students that attend. The district strives to have at least 80% of students attend the orientation.

Morning Program: Guest attendance is taken daily at Morning Program.

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Strengthening our ability to provide a cohesive, relevant curriculum and engaging instruction.
<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>During the 2021-2022 school year students and staff transitioned to a fully in-person model with continued use of Google Classroom. With the return to fully in-person instruction, there was an increase in disciplinary issues within the classroom, increased chronic absenteeism, and lower achievement on Regents exams in the high school (the District is awaiting State Assessment scores to assess if scores were impacted).</p> <p>In addition, students interviewed this year (2021-2022) also noted that they struggled with learning upon returning from the previous school year. They further indicated that they wanted less time on Chromebooks, more opportunities to discuss issues during lessons, and more flexibility with assignments and due dates for assignments.</p> <p>Teachers (K-12) will continue working on curriculum mapping and alignment and have accomplished quite a bit on more targeted standards-based lessons.</p> <p>We believe, as a district, that our students need to share common curricular experiences and consistency among classrooms in order to prepare them for success.</p> <p>Students surveyed at the end of this school year indicated that they strongly agreed or agreed that overall classes were engaging.</p>

Priority 2

	<p>When completing the Equity Self-Reflection, the team found that we need to facilitate teaching and learning practices that enable individuals to make more choices. Students should apply learning to meaningful, real-world situations. In student interviews, students expressed a need for hands-on activities and small group learning.</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?	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?
Professional Development for teachers on instructional strategies.	<p>Work with an instructional coach and/or CASDA to set up training on high impact instructional strategies including flexible grouping, higher-order questioning, topics of diversity and equity, relationship building, and student feedback.</p> <p>Teachers will align standards-based curriculum horizontally and vertically implement the use of common, researched-based instructional strategies.</p>	<p>Informal walk-throughs will be conducted to ensure that teachers are using high impact instructional strategies.</p> <p>Teacher feedback regarding professional development attended.</p>	<p>Time set aside for professional development (PD).</p> <p>Money.</p> <p>Coordination with Capital Area School Development Association (CASDA) and the instructional coach.</p>
Continuation of completing and implementing curriculum maps.	Teachers will align curriculum vertically with the grade levels below and above them to implement the use of common, researched-based instructional strategies.	<p>Teacher feedback.</p> <p>100% completion of all curriculum maps by teachers.</p> <p>Updated curriculum maps that were completed prior to the school year.</p>	<p>Time set aside for PD.</p> <p>Money.</p> <p>Coordination with CASDA and the instructional coach.</p>

Priority 2

Implementation of Orton Gillingham intervention in the elementary school and in the 7th grade ELA course.	<p>Ongoing training and coaching for general education and special education teachers to provide intervention for struggling readers and writers.</p> <p>Peer observations and common planning time to discuss instructional strategies being implemented during the lessons.</p> <p>Team meetings to analyze student assessment data (to guide instruction).</p>	Progress monitoring using the Heggerty and Orton Gillingham assessments.	<p>Training.</p> <p>Money.</p> <p>Coaching with the teachers.</p> <p>Individual tutoring sessions (outside of normal school hours).</p> <p>Team meetings for data analysis.</p>
Continuation of a one-to-one Chromebook distribution and use of Google Classroom for instructional purposes.	Purchasing and distribution of additional Chromebooks for students to utilize at school and home. Several Chromebooks have been accidentally damaged due to students transporting the Chromebooks between school and home.	Teacher feedback.	<p>Money for additional Chromebooks.</p> <p>Technology staff to address Chromebook damage and repairs if possible.</p>
Creating consistent syllabi (grades 7-12).	Creating consistency among syllabi (grading and attendance expectations, classroom rules, homework expectations, and summary of content/units, and parent preference for contact) sent home and signed by parents at the start of the school year.	<p>Teacher feedback.</p> <p>Review and approval by administration.</p>	Time.
Professional Development and Book Studies on	Work with CASDA to coordinate professional development and book studies throughout the school year.	<p>Reduction in discipline referrals.</p> <p>Participation data in book studies.</p>	Time set aside for professional development (PD).

Priority 2

Restorative Justice (grades 7-12)		Teacher feedback.	Money. Coordination with Capital Area School Development Association (CASDA) and the instructional coach. Teacher buy-in.
--	--	-------------------	--

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.

Professional development will be provided to all teachers needing additional support implementing student choice, high impact instructional strategies, and use of Restorative Justice practices. Instructional walkthrough data will be used to identify teachers needing additional support in these areas.

100% of teachers will complete curriculum maps by the end of the school year. Those teachers with completed maps, will then begin vertically and horizontally aligning their maps and working on maps in other courses they teach.

Progress monitoring using the Heggerty and Orton Gillingham assessments (no baseline data due to it being a new intervention).

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Leadership: There is a need for school leaders to monitor instruction through consistent informal walkthroughs and observations for each classroom teacher. To ensure school improvement, school leaders must collect data on the effective use of student engagement and differentiation strategies within the lesson observed.</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>Regular administrator walkthroughs will continue in 2022-2023. This year school leaders will use walkthroughs to assess the amount of student engagement in lessons observed. Teachers will receive feedback on the progress of student engagement, instructional strategies, differentiation, and use of Restorative Justice practices (grades 7-12).</p> <p>The Superintendent will periodically join principals for walkthroughs during the 2022-2023 school year.</p> <p>The district administrative team will discuss progress on student engagement strategies and differentiation during district meetings.</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?	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?
Instructional Walkthroughs and observations.	<p>Professional development will continue to be offered to new teachers and K-12 teachers needing additional assistance on the purpose of instructional walks as a non-evaluative tool. In addition, updated training will be offered through MyLearning Plan.</p> <p>Data will be collected in order to provide feedback to teachers based on observations in the classrooms.</p> <p>Adaptation of the current walkthrough form to include differentiated instruction and student engagement.</p>	The leadership team will pair up to do district wide walk throughs and have follow up meetings to discuss the success we are seeing in classrooms. These discussions will occur at the end of each semester.	<p>Scheduling common observation times for instructional walkthroughs amongst administrators.</p> <p>PD for MLP and other school based resources.</p> <p>PD for differentiation and student facilitated instruction.</p> <p>Time will be built into the schedule for meetings to provide teachers with feedback based on the data collected during the walkthroughs.</p>
Instructional Coach	Administrative staff will use instructional walkthroughs and observations to identify teachers needing assistance from the instructional coach.	Administration will see the implementation of new differentiation and student engagement strategies utilized in lessons observed.	Time to schedule observations and walkthroughs.

Priority 3

			Funds for instructional coach
Professional development throughout the school year on differentiation and research-based student engagement strategies.	School leaders will Identify teachers who seek or need additional assistance on implementing differentiation and engagement strategies through the use of instructional walkthroughs and observations. Special attention will be given to new teachers. Coaches will support teacher improvement if suggested.	Administration will oversee the implementation of differentiation and student engagement strategies utilized in lessons observed and discussed in conferences with teachers through the APPR process	<p>Money.</p> <p>Funds for coaches</p> <p>PD for MLP and other school based resources.</p> <p>PD for differentiation and student engagement strategies.</p> <p>Time for follow-up observations.</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.

By the end of the school year, 80% of teachers will be effectively utilizing differentiation and student engagement strategies as evident in instructional walkthroughs and observation data.

By the end of the school year, 100% of teachers (grades 7-12) will attend training and begin implementing Restorative Justice practices within their classrooms.

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>
Donald J. Shepardson	Superintendent/Parent	District (K-12)
Glenn M. Broadbent	Principal/Parent	MS/HS
Correne Holmes	Principal	Elementary
Edmund Dougherty	Director of Spec. Ed/ Athletics/Parent	District (k-12)
Nancy Andress	Consultant from CASDA	
Susan Stoya	Consultant from CASDA	
James Elwood	Parent	
Christopher Pullman	Teacher	MS/HS
Abigail Rose	Teacher	MS/HS
Anne Murphy	Teacher	MS/HS
Andrew De Jesus	Teacher	MS/HS
Gretchen Blynt	Teacher/Parent	MS/HS

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
7/12/2022	Online planning document and DCIP plan
7/14/22	Online revisions, feedback
7/28/22	Online revisions, feedback
7/29/22	Online Review and final revisions
8/1/22	Final review and revisions

Districts with TSI Schools Only

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

Stakeholder group	How have the perspectives of this group 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).