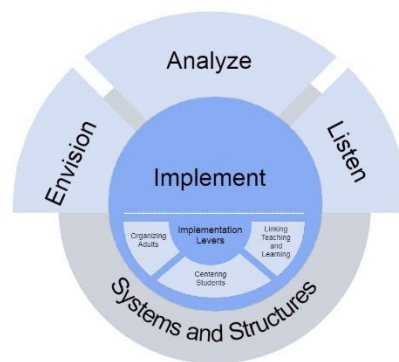




New York State
EDUCATION DEPARTMENT

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DCIP Planning Document for 2023-24 DCIP

District

Washingtonville CSD

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2023-24 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District’s ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District’s vision, values, and aspirations
- Reviewing the 2023-24 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- Understanding Local Data
- Considering the effectiveness of the 2022-23 DCIP (Re-identified districts only)

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2023-24 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

Contents

Section 1: District’s Vision, Values, and Aspirations.....	3
Section 2: School Commitments.....	4
Section 3: Understanding Local Data.....	5
Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only).....	6
Evaluating the Success of the 2022-23 DCIP.....	6
Considering the Effectiveness of Previous Resource Decisions.....	8
Section 5: Putting it all together.....	10
Priority 1:.....	10
Priority 2:.....	10
Priority 3:.....	10
Priority 4 (if applicable).....	10
Priority 5 (if applicable):.....	11
NEXT STEPS.....	11

Section 1: District's Vision, Values, and Aspirations

1. What is the District's vision?

We are a committed and empathetic community who foster a culture of excellence through a wide variety of experiences that support the development of independent and critical thinkers. We support every student, offering equitable access to high quality programs that prepare them to contribute to their community.

We believe that we can achieve our vision and accomplish our mission if in all of our work we focus on clearly defined and consistently demonstrated core values.

To that end, in all of our actions and interactions we will:

- *Foster mutual respect, trust and civility.*
- *Recognize the uniqueness of each child.*
- *Nurture curiosity and life-long learning.*
- *Build connections that honor different perspectives.*
- *Model and encourage a growth mindset.*

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

In addition to its stated vision, mission, and core values, the District places a strong emphasis on cultivating culturally responsive classrooms and implementing restorative practices that focus on the holistic well-being of students. This means valuing inclusivity and cultural sensitivity in the classroom, offering diverse curricula, and providing professional development in cultural competence. The District also emphasizes conflict resolution and empathy through restorative practices, offers mental health support, promotes physical health and wellness, and collaborates with community organizations to support students' overall well-being. These additional priorities underscore the District's commitment to fostering a diverse, inclusive, and supportive educational environment.

3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

Through the Envision-Analyze-Listen activities in our school(s), we have identified themes that indicate progress toward the District's vision and values. These themes include creating a welcoming and inclusive school environment where students feel valued and represented in the curriculum and resources. By incorporating these elements into our school's climate and culture, we aim to strengthen students' connections to school-based supports, enhance their engagement with the curriculum, and foster a more positive atmosphere. Ultimately, our goal is to increase regular school attendance by providing greater support for students and strengthening their relationships with peers and staff.

SECTION 2: SCHOOL COMMITMENTS

4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

Through the Envision-Analyze-Listen activities in our school(s), we have identified areas where we still have work to do to align with the District's vision and values. One key theme is the need to further develop and celebrate our diverse student population to foster a more positive and inclusive school climate. We aim to create student-centered classrooms that prioritize collaborative goal-setting and planning with teachers, building a strong sense of community and genuine connections both in and outside the classroom. Additionally, we recognize the importance of more meaningful interactions that integrate academic and social-emotional goals. Our goal is to ensure that all students feel seen, heard, and empowered to contribute to the school's overall tone and climate, ultimately creating a safe and inclusive space for everyone.

The Envision-Analyze-Listen activities conducted in the school(s) designated for TSI support have revealed key themes that indicate there is ongoing work required to fully align with the vision, values, and aspirations of the District. These themes revolve around the improvement of student support systems, particularly within the Response to Intervention (RTI) framework. The school acknowledges the need for more precise guidelines for student referrals and the definition of academic benchmarks per grade level, indicating a lack of clarity in the current system. Moreover, there's an emphasis on the use of research-based resources with fidelity to cater to students' specific needs, suggesting room for enhancement in intervention strategies. Timely data utilization is also stressed, indicating a desire for more effective data-driven decision-making processes. Additionally, the commitment to increasing targeted small group instruction reflects an understanding that students may benefit from more personalized learning experiences. Lastly, the call for regular discussions among grade teams, student support teams, and the school improvement team signifies the importance of collaborative efforts in monitoring and adjusting student goals, indicating the need for improved coordination and communication among educators.

These themes collectively highlight the areas that require further attention and development to better align with the District's overarching vision and values.

Section 2: School Commitments

1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2023-24?CSI support

The themes that emerge from the commitments prioritized for TSI support in 2023-24 are:

1. **Inclusivity and Diversity:** The school is prioritizing the development and celebration of its diverse student population to create a more positive and inclusive school climate. This commitment underscores the importance of recognizing and embracing the diversity within the school community.
2. **School Climate and Attendance:** The school is focusing on creating a welcoming and affirming school environment to ensure that students feel safe and comfortable, which in turn aims to reduce chronic absenteeism. This theme emphasizes the significance of a positive school climate and consistent student attendance.
3. **Academic Improvement:** The school is committed to improving students' academic performance in both reading and math by the end of the 2023-2024 school year. This commitment highlights the importance of academic progress and student achievement.

Overall, these commitments reflect the school's dedication to providing a supportive and inclusive environment for its diverse student body, improving school climate and attendance, and enhancing academic outcomes.

2. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

1. Professional Development on MTSS for building faculty and staff to improve RTI process
2. Professional Development on Explicit Direct Instruction to improve Tier I Instruction
3. Funding to purchase culturally responsive books for curriculum
4. Workshops on restorative practices

3. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

To advance the Commitments outlined in the School Comprehensive Education Plans (SCEPs) and support improvement initiatives across the District, the District can effectively utilize its people resources in the following ways:

1. **Professional Development Facilitators:** The District can designate experienced educators or specialists as professional development facilitators to provide training sessions on Multi-Tiered System of Supports (MTSS) and Explicit Direct Instruction (EDI). These facilitators can work with building faculty and staff to improve the Response to Intervention (RTI) process and Tier I Instruction.
2. **Culturally Responsive Curriculum Consultants:** Hiring or appointing curriculum consultants with expertise in culturally responsive education can support the commitment to purchasing culturally responsive books for the curriculum. These specialists can curate resources, provide training on their effective use, and ensure that the curriculum reflects diverse perspectives.
3. **Restorative Practice Consultants/Coaches:** To implement workshops on restorative practices successfully, the District can employ or train restorative practice coaches. These individuals can lead workshops, guide schools in implementing restorative practices effectively, and support schools in creating a restorative school culture.

SECTION 2: SCHOOL COMMITMENTS

4. **Instructional Coaches:** The District can employ instructional coaches who specialize in MTSS, EDI, and culturally responsive instruction. These coaches can work directly with teachers to provide ongoing support, model effective strategies, and help teachers implement these practices in their classrooms.

5. **Cross-School Collaboration Teams:** To support improvement initiatives at other schools in the District, the District can establish cross-school PLC teams. These teams can consist of experienced educators from schools that have successfully implemented the Commitments and resources mentioned. They can share best practices, offer mentorship, and facilitate professional development sessions for educators at other schools.

6. **Resource Allocation:** Ensure that sufficient funding and resources are allocated to support these initiatives effectively. This includes budgeting for professional development, book purchases, and restorative practice workshops.

7. **Community Engagement Members:** Engage community members, parents, and local organizations in these initiatives. Community engagement specialists can bridge the gap between the school and the community, garnering support and resources from external stakeholders.

By strategically deploying people resources in these ways, the District can advance its Commitments and promote improvement initiatives not only within individual schools but also across the entire District, ultimately fostering a more inclusive and effective educational environment.

4. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

To effectively advance the Commitments outlined in the SCEPs and support improvement initiatives across the District, the District can allocate its resources strategically. In terms of money, we should invest in targeted areas such as professional development programs for educators, curriculum enhancement by purchasing culturally responsive materials, funding workshops and training sessions, and hiring specialized resource personnel and instructional coaches. Furthermore, allocating resources for community engagement can bridge the gap between schools and their communities. In terms of space, we can optimize physical spaces for various initiatives, including dedicated spaces for professional development, culturally responsive resources, and restorative practices. Additionally, we should designate areas for cross-school collaboration teams to meet and share best practices effectively. In terms of time, we can allocate regular time slots for professional development, curriculum integration, and the implementation of restorative practices. By thoughtfully utilizing these resources the District can not only advance its Commitments but also foster improvement initiatives across schools within the District, ultimately creating a more inclusive and effective educational environment.

Section 3: Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2022-23 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
NYS 3-8 ELA and Math Data	Data analysis indicates that students require further improvement in responding to constructed questions with more elaborate explanations and enhancing their proficiency in computer-based testing techniques.
NYS Regents Exams	Over 90% percent of our students passed the English Regents. About 60 % of our students showed mastery of the Geometry and Algebra Regents.
iReady Data K-8 in ELA and Math	From our data analysis, it's evident that we need to maintain a persistent emphasis on vocabulary development and improved comprehension of informational texts throughout all grade levels. A more comprehensive understanding of geometry and measurement concepts is required across all grade levels from K-8.
Student Attendance and Chronic Absenteeism Rates	On average about 10% of our student population continues to be chronically absent.
Fountas and Pinnell Benchmark Assessment Data, LLI Assessment Data	The implementation of Leveled Literacy Intervention (LLI) for Tier 3 interventions has yielded remarkable success, with approximately 85% of students achieving a full year's worth of growth in their reading skills.
Student Survey from Round Hill	66.7% of students responded "sometimes" to the statements: " I like coming to school" and "I feel welcome at school."

Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only)

Evaluating the Success of the 2022-23 DCIP

Refer to the 2022-23 DCIP to complete the information below.

Priority 1 in 2022-23 DCIP: Data Collection and Implementation to Drive Curriculum and Instruction
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? Partially
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
We partially met our goal, and to address this, we need to make some key adjustments. First, we should shift from whole group instruction to more targeted Tier I instruction based on classroom data. Additionally, our focus on small group instruction during the WIN block for ELA and Math should continue, but it needs to be more precisely tailored to student needs. To achieve this, we must utilize pre/post assessment data with fidelity to support small group instruction during the WIN block in Math, making use of manipulatives, number talks, and math centers. Moreover, we need a more strategic implementation of Tier I mini-lessons using mentor texts to support reading and writing units for students. Lastly, increasing the utilization of small group instruction during the WIN block to address individual reading behaviors, with additional support from literacy coaches, will further enhance our efforts to meet student needs effectively.

Priority 2 in 2022-23 DCIP: Establish and Incorporate Social Emotional Learning Curriculum and Practices to improve student wellness and mental health.
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? Partially
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
While we only partially met our goal, several factors contributed to this outcome. At the elementary level, we continued the implementation of the Choose Love Program successfully. However, at the middle and high school levels, an increase in referrals highlighted the need for a comprehensive K-12 SEL program to support our entire school community. The lingering effects of the COVID-19 pandemic have left many students still grappling with its impact, and we've observed an increased population of students experiencing trauma and mental health issues. To address this, targeted interventions and support are essential, especially in mitigating the effects of social media and substance use on students. It's crucial to recognize that positive student well-being not only fosters improved mental health but also plays a vital role in enhancing academic performance and student engagement throughout our district.

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

Priority 3 in 2022-23 DCIP: Address chronic absenteeism and increase student attendance K-12

Was the District able to achieve the End-of-Year Outcomes identified for this Priority? Minimal improvement

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Despite our efforts to address chronic absenteeism, we observed minimal growth in improving this issue. The implementation of multi-tiered supports for our students did not yield the desired results, prompting us to maintain it as a district goal for the 2023-2024 school year. Mental health issues remain a primary factor contributing to poor attendance, alongside a lack of student engagement in the classrooms. To tackle this challenge, we need to proactively focus on measures that engage students in their own learning and motivate them to attend school, ultimately enabling them to achieve success in their education.

Priority 4 in 2022-23 DCIP (if applicable): N/A

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Priority 5 in 2022-23 DCIP (if applicable): N/A

Was the District able to achieve the End-of-Year Outcomes identified for this Priority?

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

After reviewing your success in achieving the 2022-23 DCIP Priorities, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2022-23 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Salaries for faculty to participate in Curriculum Development for Literacy, Math and Science Initiatives

What was your goal in directing funds in this manner? To allocate funding for compensating professional staff who will engage in the development of curriculum maps for our K-12 Literacy Initiative and the necessary adjustments to align with the Next Generation Learning Standards in Mathematics and Science.

Have you met this goal? How do you know? Yes but this process is ongoing. Throughout the summer, instructional coaches, in collaboration with our local OUBOCES representatives and administrators, collaborated with select teachers and members of our administrative team to advance our efforts in aligning our curriculum maps with the New York State Learning Standards. The updated curriculum maps produced during this period have been disseminated to all relevant professional staff during our Superintendent Conference Days, faculty meetings, as well as grade level or department meetings. This dissemination ensures both curriculum fidelity and keeps the faculty informed about any adjustments made.

What practices (including student practices and teacher practices) look different in the District now as a result of this expenditure? Consequently, our district has witnessed notable changes in instructional practices, both among students and teachers. These changes are a direct outcome of our financial investments. Firstly, our curriculum maps are currently undergoing revisions to ensure alignment with the present New York State Learning Standards. Our Grade 6-8 science educators dedicated their efforts to revising their curriculum to harmonize with the PS-12 Science Standards. Additionally, they deconstructed the new Intermediate Investigations, skillfully incorporating them into their teaching methodologies. This approach effectively engaged their students, encouraging the application of knowledge acquired through investigations as an integral component of their science lessons. The ongoing collaboration with English teachers at the secondary level as part of our K-12 literacy initiative aims to continue the development of reading and writing units using the workshop model. This approach entails the inclusion of literature that accurately reflects our diverse student population, providing students with the valuable opportunity to engage with literature that mirrors their own experiences and identities. The continuous refinement of our mathematics curriculum maps from Grades 3 to 5, along with some minor revisions in Grades K to 2, is a key priority. This initiative places a strong emphasis on fostering a deeper comprehension of fundamental concepts such as place value and cardinality within the primary grades. By strengthening these foundational skills, we are strategically building the groundwork for more advanced and abstract mathematical abilities in the intermediate grades. This deliberate approach ensures that our students not only grasp mathematical concepts at their core but also have a solid foundation to tackle more complex mathematical concepts as they progress through their education.

Secondly, the curriculum maps that were either revised or developed during the summer have been widely distributed to all relevant professional staff and are now accessible through our curriculum website. As we progress throughout the academic year, we will persistently convene with teacher teams to further enhance our curriculum, supplying them with updated units and valuable teaching resources to aid in the planning of effective classroom lessons. In addition, teachers will convene in PLCs or departments to utilize data for continuous instructional improvement.

#2 Recipient/Use of District Improvement Funds: Stipends for teachers attending District Parent Workshops for Social Emotional and Mental Health Needs

What was your goal in directing funds in this manner? In order to persist in addressing the mental health requirements of our students and community, we will sustain our commitment to providing essential support and resources for mental well-being. This involves ongoing efforts to ensure that students and the broader community have access to the necessary tools, services, and programs that promote and maintain mental health and emotional well-being.

Have you met this goal? How do you know? Certainly, the goals set were met as social workers, psychologists, and guidance counselors organized a series of in-person parent workshops. These workshops were not only conducted face-to-face but were also made available on the district's website for broader accessibility. The topics covered in these workshops included understanding and coping with grief, identifying its manifestations, and learning effective strategies

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

to address it. Additionally, parents were guided on meeting their child's mental health requirements and were provided with valuable insights on navigating the complex web of community services to support their children and families.

What practices (including student practices and teacher practices) look different in the District now as a result of this expenditure? Following this expenditure, several notable changes in practices, both among students and teachers, have become evident in the district. Firstly, the establishment of support services has greatly enhanced the overall well-being of students, providing them with accessible resources to address their mental health needs promptly. At the elementary level, the continued implementation of the Choose Love program has fostered a more nurturing and empathetic learning environment, promoting social and emotional growth among students. In middle school, PBIS (Positive Behavior Intervention and Support) has led to improved behavior management strategies with a concerted effort to find additional methods to foster a more positive school climate. Additionally, at the high school level, a series of assemblies that focused on student mental health has created awareness and offered valuable resources to students. Despite these positive changes, data collection and ongoing efforts have reinforced the need for a comprehensive K-12 Social-Emotional Learning (SEL) program. This indicates a commitment to further enhancing students' emotional intelligence, interpersonal skills, and mental health support throughout their educational journey, ensuring a more holistic and emotionally supportive educational experience for all students in the district.

#3 Recipient/Use of District Improvement Funds:

What was your goal in directing funds in this manner?

Have you met this goal? How do you know?

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2023-24 DCIP?

Section 5: Putting it all together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2022-23 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2023-24?

Implement a comprehensive program to cultivate a safe, healthy and supportive culture and learning environment by enhancing student well-being, promoting inclusivity, and fostering positive relationships among students, staff, and families.

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities CSI support (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

Priority 2:

What will the District prioritize to extend success in 2023-24?

Align curriculum, instruction and assessment to the New York State Next Generation Mathematics and ELA Learning Standards

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

Priority 3:

What will the District prioritize to extend success in 2023-24?

Utilize data driven instruction to drive continuous district and school improvement

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

Priority 4 (if applicable)

What will the District prioritize to extend success in 2023-24?	
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

Priority 5 (if applicable):

What will the District prioritize to extend success in 2023-24?	
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- What was learned from our review of recent data (Section 3)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2023-24 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Districts may find it helpful to refer to the Improvement Planning materials available at:

<https://www.nysed.gov/accountability/improvement-planning> when writing their plans. In addition to the sample DCIPs available, Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, assess systems and structures, analyze data, and identify goals, benchmarks and strategies.

Please submit this document to dcip@nysed.gov when you submit your 2023-24 DCIP.